

Nixon-Smiley CISD Dyslexia Handbook

WE ARE COMMUNITY



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District Dyslexia Handbook

The dyslexia instructional program in Nixon-Smiley CISD is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and related disorders.

ASSURANCE OF NONDISCRIMINATION

Nixon-Smiley CISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff member has been designated to coordinate compliance with these legal requirements:

Jane Dwyer, Deputy Superintendent
Jaci Wheat, Director of Special Education
Dr. Wendy Fuller, Executive Director of Special
Programs/Section 504/Dyslexia Coordinator

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by an appeal to the appropriate central office administration contact, and finally the board of trustees, in accordance with Policy FNG.

If assistance from the Office for Civil Rights (OCR) of the Department of Education is needed, contact the OCR Regional Office of Texas

Dallas Office for Civil Rights, U.S. Department of Education
1999 Bryan Street, Suite 1620 Dallas, Texas 75201-6810
Telephone: (214) 661-9600 Facsimile: (214) 661-9587
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Preface

The purpose of the NSCISD Dyslexia Handbook is to provide procedures for campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia and related disorders.

In this handbook:

“Dyslexia” means a disorder of constitutional origin manifested by difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

“Related disorders” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995.

The NSCISD Dyslexia handbook reflects current law as well as legislative action from the 84th and 85th sessions of the Texas Legislature and replaces all previous handbook editions.

Introduction

Definition of Dyslexia: Dyslexia is a specific learning disability that is neurological 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 provision of effective classroom instruction. Secondary consequences may include difficulties in text comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Adopted by the IDA Board, November 2002, this definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition, as well as poor spelling and decoding abilities. Students with dyslexia demonstrate difficulty when identifying real words (word recognition) and pronouncing nonsense words (decoding); the student's ability to read fluently is also a major characteristic as well as difficulty with spelling. Characteristics of dyslexia are often unexpected in relation to other cognitive abilities, such as oral language skills, the ability to learn in the absence of print, intellectual functioning, or strong math skills in comparison to reading skills.

Characteristics of Dyslexia

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with spelling
- Difficulty learning phonological awareness, including segmenting, blending, and manipulating sounds in words
- Difficulty learning names of letters and their associated sounds
Decreased phonological memory (holding information about sounds and words in memory)
- Difficulty naming familiar objects, colors, or letters of the alphabet
- Difficulty with aspects of reading comprehension and written

composition

- Variable difficulty with aspects of written composition

Secondary consequences may include difficulties in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Students with reading difficulties typically do not read the same amount as non-disabled readers; therefore, their vocabulary development, as well as their exposure to information learned by reading, may be impacted.

Definition of 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. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms). Students with dysgraphia demonstrate difficulty with forming letters, spacing between letters and words, inconsistent pencil grip, slow writing or copying, difficulty with unedited written spelling, and low volume of written output as well as problems with other aspects of written expression (Berninger, 2015).

Despite the widespread belief that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Secondary consequences may include problems with spelling and written

expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

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
- Slow writing and copying with legible or illegible handwriting
- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Overview

Nixon-Smiley CISD serves students identified with dyslexia and related disorders in kindergarten through grade 12. In grades K-12 standard protocol dyslexia instruction, as determined by the ARD or Section 504 committee, is provided in a small group setting according to the *Texas Dyslexia Handbook, 2021*.

Instruction is provided by dyslexia teachers who are highly trained in the identification and instruction of students with dyslexia and related disorders. Nixon-Smiley CISD uses evidence-based standard protocol dyslexia instruction to accelerate learning of identified students who are served in the program. Students who are identified but no longer receive standard protocol dyslexia instruction are monitored for success; appropriate intervention is provided if the need arises.

For more information: See the *Texas Education Agency's Dyslexia Handbook, 2021* <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

Law Regarding Dyslexia Instruction

Texas Education Code §38.003 (State Law)

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Texas Education Code §7.028(b) assigns the responsibility for school compliance with the requirements for state educational programs to the local district board of trustees. Title 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Finally, two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504, establish assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA), Part 104 (Section 504)).

Texas Administrative Code §74.28 **(State Board of Education Rule)**

§74.28. Students with Dyslexia and Related Disorders.

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

- A. A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Procedures concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.

- B. A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in “Procedures Concerning Dyslexia and Related Disorders.” Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the “Procedures Concerning Dyslexia and Related Disorders” and in the professional development activities specified by each district and/or campus planning and decision-making committee.
- C. Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student’s parent or guardian or another person standing parental relation to the student.
- D. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- E. Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student’s parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- F. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the “Procedures Concerning Dyslexia and Related Disorder.”
- G. Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing. *Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006. 31 TexReg 6212.*

NSCISD Board Policy EHB Legal

Parental Notice of Assistance for Learning Difficulties

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child.

The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include
 - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
 - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that have previously been used with the child;
 - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
 - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
 - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable. *Education Code 26.0081(d)–(e)*

“Intervention strategy” means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

Dyslexia and Related Disorders

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* available on [TEA's Dyslexia and Related Disorders webpage](#). Districts shall provide a copy or a link to the electronic version of the Dyslexia Handbook to parents of children suspected to have dyslexia or a related disorder.

Compliance Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by *Education Code 38.003(c-1)*. 19 TAC 74.28(n).

Screening, Testing, and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. *Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia Handbook. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability,

including dyslexia or a related disorder.

Screening, as described in the Dyslexia Handbook, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

Parent Notification

At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:

1. A reasonable description of the evaluation procedure to be used with the individual student;
2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;
3. An estimated time frame within which the evaluation will be completed; and
4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.

IDEA Notice

Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under *Education Code 26.0081*.

Options and Services

Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.19 TAC 74.28(f)–(h)

Parent Education

A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:

1. Awareness and characteristics of dyslexia and related disorders;
 2. Information on testing and diagnosis of dyslexia and related disorders;
 3. Information on effective strategies for teaching students with dyslexia and related disorders;
 4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
 5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
 6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
 7. Contact information for the relevant regional and/or district Specialists.
- Education Code 38.003; 19 TAC 74.28(l)*

Treatment

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. 19 TAC 74.28(i)

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the Dyslexia Handbook.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies. 19 TAC 74.28(e)

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. Education Code 38.003(b-1)

Audiobook Program Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. Education Code 28.006(g-2)

TEA Dyslexia and Related Disorders webpage:

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

District Responsibilities

In keeping with the guidelines required in the [*Texas Dyslexia Handbook: Revised 2021*](#), districts have the following responsibilities in serving the needs of dyslexic learners.

Provide information and training

- Staff development
- Parent education

Select teachers and curriculum materials

- Number of teachers needed (elementary, middle, high school)
- Review of teacher certifications and training
- Review of curriculum materials and teaching programs in district

Develop forms for data gathering

- Parent/teacher observations
- Recommendation for assessment
- Others (e.g. 504, evaluation, accommodations, monitoring, etc.)

Establish processes for:

- Screening
- Referral
- Assessment
- Evaluation
- Identification (committee decision)
- Intervention/instructional options
- Progress monitoring/exit criteria

In addition to these responsibilities, the district Dyslexia Specialist will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. Campus dyslexia teachers will meet throughout the school year to review the district guidelines to ensure that information related to policies and procedures is disseminated on their campuses.

The [Texas Dyslexia Handbook, 2021](#) outlines the process for making a determination for an educational identification of dyslexia. The Nixon-Smiley CISD process for identifying students who may need support for dyslexia and related disorders follows these guidelines and procedures which are specified in the next section.

Dyslexia At Risk Screening in NSCISD

The importance of early intervention for students with reading difficulties cannot be overstated. In order for early intervention to be provided, a student must first be identified as at risk for dyslexia or another reading difficulty. While educators once delayed identification of reading difficulties until the middle elementary grades, recent research has encouraged the identification of children at risk for dyslexia and reading difficulties “prior to, or at the very least, the beginning of formal reading instruction” (Catts, 2017).

The requirement in TEC §38.003 that all kindergarten and first-grade students be screened for dyslexia and related disorders is aligned with this shift to identify students at risk for dyslexia and reading difficulties when they are just beginning their formal education. Additionally, the law requires all students beyond first grade be screened as appropriate. It is important to note that TEC §38.003 applies only to the screening of kindergarten and first-grade students for dyslexia and related disorders, whereas TEC §28.006 addresses general reading diagnoses for students in kindergarten and grades 1, 2, and 7. Districts that decide to use one instrument to meet the requirements of both the dyslexia screening and the early reading diagnosis for kindergarten and grade 1 must also continue to administer reading instruments to all second-grade students and to students in grade 7 who did not demonstrate proficiency on the state reading assessment for sixth grade.

Universal screeners generally measure reading or literacy-related skills such as sound-symbol recognition, letter knowledge, phonological awareness, and other skills. The International Dyslexia Association (2017) describes screening instruments as follows.

Dyslexia screening is a tool for identifying children who are at risk for this learning disability, particularly in preschool, kindergarten, or first grade. This means that the screening does not “diagnose” dyslexia. Rather, it

identifies “predictor variables” that raise red flags, so parents and teachers can intervene early and effectively. ~Richard Selznick, *Dyslexia Screening: Essential Concepts for Schools and Parents*, 2015

Screening in NSCISD is administered to all kindergarten and grade 1 students by qualified personnel to determine which students are at risk for dyslexia. Screening is not a formal evaluation.

Timing of Screening: NSCISD is in compliance with Texas Education Code §38.003 which mandates that:

- kindergarten students are screened at the end of the school year.
- screening of first-grade students can begin anytime in the fall and must conclude no later than January 31 of each year.

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in the figure below.

<i>Criteria for English and Spanish Screening Instruments</i>	
Kindergarten	First Grade
<ul style="list-style-type: none">• Letter sounds knowledge or letter naming fluency• Phonological awareness	<ul style="list-style-type: none">• Word reading accuracy or fluency• Phonological awareness

Interpretation of Data: A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia.

This team must consist of individuals who:

- have knowledge of the student
- are appropriately trained in the administration of the screening tool
- are trained to interpret quantitative and qualitative results from the screening process
- recognize characteristics of dyslexia

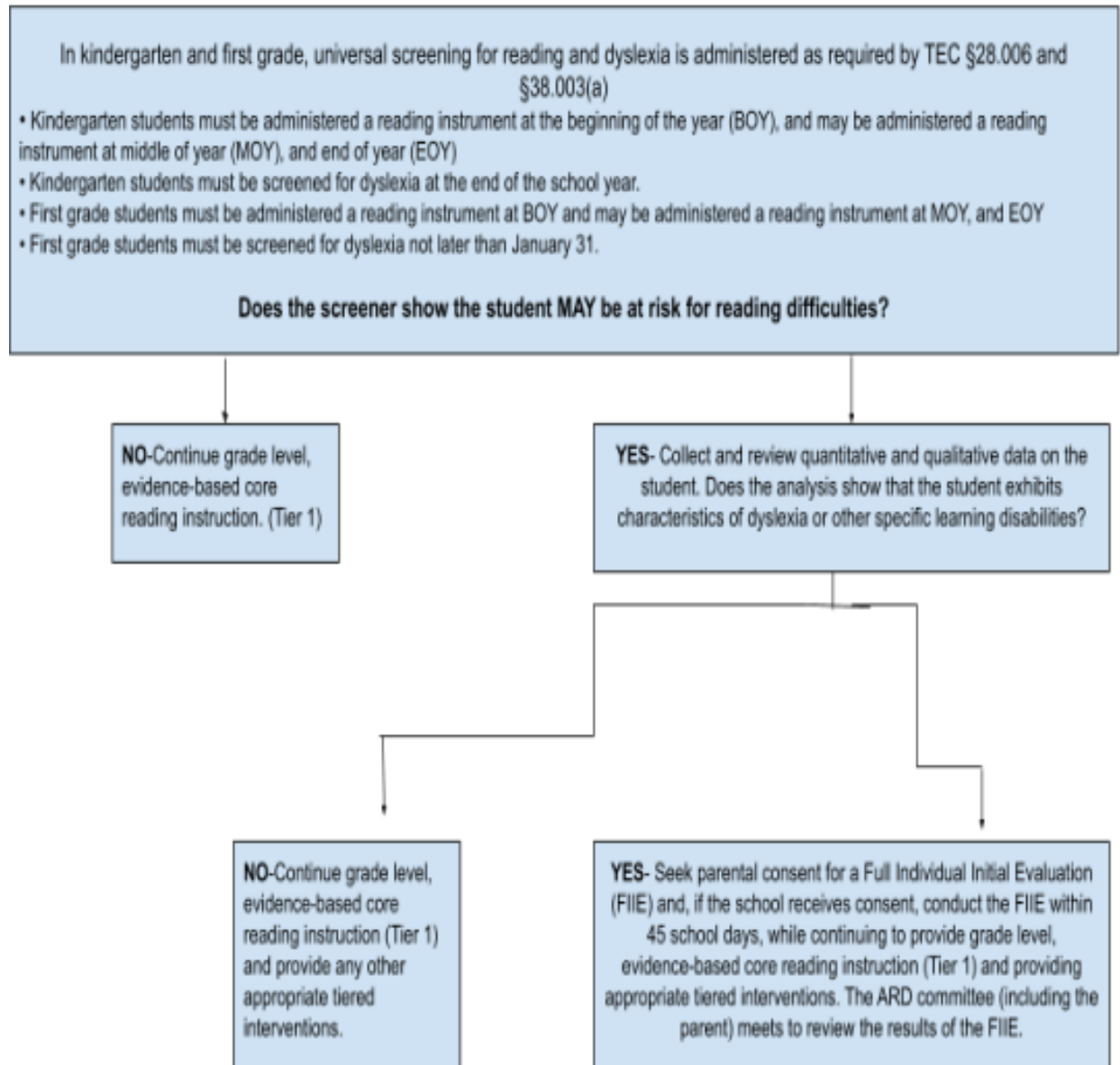
The team may consist of the student’s classroom teacher, the dyslexia

teacher, the individual who administered the screener, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

It is important to remember that at any point in the data review process a referral for an FIIE under the IDEA may be initiated. Parents also have the right to request an FIIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA.

For more information regarding dyslexia screening, refer to *Texas Dyslexia Handbook: Revised 2021*. <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

Universal Screening and Data Review for Reading Risk



Identification Categories for Dyslexia and Related Disorders

An identification of dyslexia may mean that a student is eligible under Special Education or Section 504. The members of the ARD or 504 Committee will consist of different professional personnel depending on the student referred and the type of concern noted. In addition to a campus administrator, the committee will include teachers with direct knowledge of the student and the noted concerns, teachers of the program(s) into which the student may be referred and placed for services, the

parent(s)/guardian(s) of the referred student, and any other persons with relevant and appropriate input.

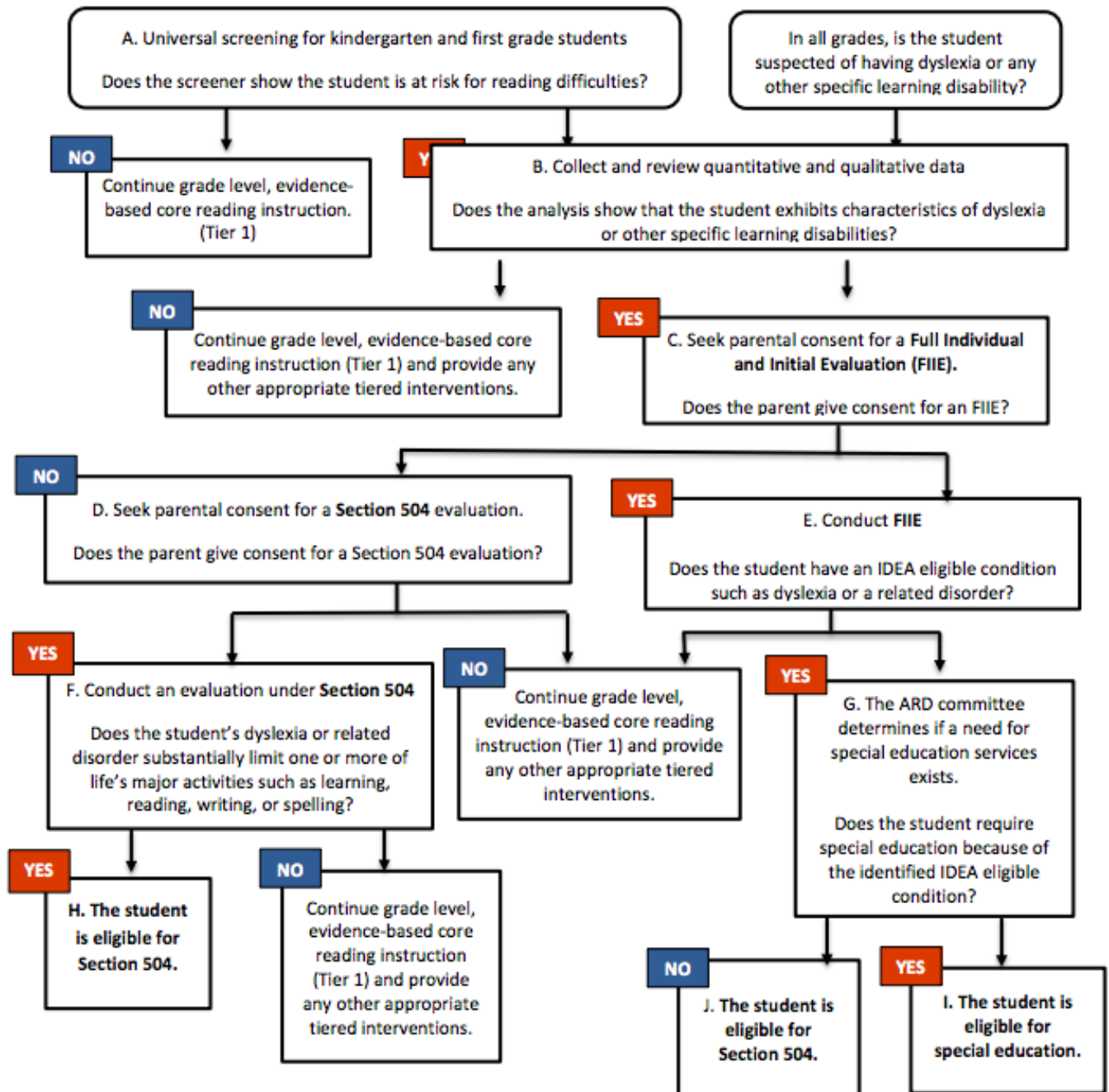
To review the NSCISD evaluation and identification process, please refer to the NSCISD Dyslexia Evaluation flow chart in this document or on the NSCISD website.

If a student enrolls in NSCISD from another district or school with an identification of dyslexia, the campus 504 or ARD Committee will convene to review and continue comparable services to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. All Nixon-Smiley CISD 504 or Special Education processes and procedures must be followed. Prior to the 504 or ARD Committee meeting, special education evaluation staff and the campus dyslexia teacher will review all documentation to determine if additional evaluation is needed to consider placement in the NSCISD Dyslexia Intervention.

If a parent presents to Nixon-Smiley CISD outside testing that identifies a student as having dyslexia/related disorder, the student will be referred for evaluation in NSCISD. The existing data, along with the new assessment information, will be used by evaluators to determine appropriate eligibility. Referrals for evaluation can be made through the campus RTI/MTSS/SST Committee. Parents have the right to request a referral for dyslexia or related disorders evaluation at any time by contacting the student's home campus.

Dyslexia & Related Disorders Evaluation Flowchart

Figure 3.8
Pathways for the Identification and Provision of Instruction for Students with Dyslexia



This chart is from the DYSLEXIA HANDBOOK, page 34.

Pathway to the Identification and Provision of Instruction for Students with Dyslexia

<p>A. Universal Screening for reading and dyslexia is administered to all students in kindergarten and first grade as required by TEC §28.006 and §38.003(a).</p>	
<p>B. If a student is at risk for reading difficulties or the student is suspected of having dyslexia or any other specific learning disability, collect and review quantitative and qualitative data on the student. See Figures 2.3 and 2.4 in Dyslexia Handbook for more information.</p>	
<p>C. If the analysis shows that the student exhibits characteristics of dyslexia or other specific learning disabilities, seek parental consent for a Full Individual and Initial Evaluation (FIIE), while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	
<p>D. For students suspected of having dyslexia, if the parent does not give consent for an FIIE, seek parental consent for a Section 504 evaluation, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>E. If the parent gives consent for an FIIE, conduct the FIIE within 45 school days (subject to limited exceptions) of the date of receipt of parent consent, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) must meet to review the results of the FIIE.</p>
<p>F. If the parent gives consent for a Section 504 evaluation, conduct an evaluation under Section 504 while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions.</p>	<p>G. If a student has an IDEA eligible condition such as dyslexia or a related disorder, the ARD committee determines if a need for special education services exists.</p>
<p>H. If the student's dyslexia or related disorder substantially limits one or more of life's major activities such as learning, reading, writing, or spelling, the student is eligible for Section 504, the 504 committee (parent participation is recommended) develops a Section 504 plan for the student to provide services including standard protocol dyslexia instruction, accommodations, and/or related aids specific to the student's disability.</p>	<p>I. If the student requires special education because of the identified IDEA eligible condition, the student is eligible for special education. The ARD committee develops the IEP for the student to receive specially designed instruction which can include any appropriate special education and related services, and general education programs and services, including standard protocol dyslexia instruction. While an IEP is individualized to the student, the IEP should address critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. The determination of eligibility and the development of an IEP, if the student is eligible, must be done within 30 days (subject to limited exceptions) from the date that the written FIIE evaluation report is completed. Obtain parental consent for special education services.</p>
	<p>J. If the parent declines, the LEA must still provide all general education services including any protections available under Section 504.</p>

This chart is from the DYSLEXIA HANDBOOK, page 35.

Services Provided and Monitoring of Students

Whether a student is identified with dyslexia and/or a related disorder and placed into the district dyslexia program, or a student is not identified and is referred to the RTI/MTSS Team for support, the campus is responsible for developing a plan to support the needs of the student through either the tiered intervention process or through program placement ([NSCISD Dyslexia Services Data Collection Checklist](#)).

Services may be provided as follows:

- If a student is *not* identified with dyslexia/related disorders, the student may be referred to the campus RT/MTSS Team. The team will identify appropriate interventions following NSCISD RTI/MTSS procedures. The team will also monitor student progress to ensure success.
- If a student *is* determined to have dyslexia/related disorders and is served under Section 504 or Special Education, the 504 or ARD Committee will develop an individualized plan according to NSCISD procedures. This plan will include any instructional accommodations and/or modifications necessary for success in the classroom. The committee must also consider and document whether the student is eligible for and requires accommodations related to state assessments. The 504 Committee should also consider whether, at any time, a referral for Special Education evaluation is appropriate.

Instruction for Students with Dyslexia and/or Dysgraphia

School districts may purchase a reading program or develop their own reading program for students with dyslexia and related disorders so long as the program is aligned to the descriptors found in the *Texas Dyslexia Handbook, 2021* [19 TAC §74.28(©)]. Nixon-Smiley CISD believes that students receiving support for dyslexia and related disorders are best served in small group settings with curriculum that meets all specifications indicated by the state.

In NSCISD, all campus dyslexia teachers have been trained to utilize evidence-based, multisensory structured literacy instruction, referred to as standard protocol dyslexia instruction (SPDI). Standard protocol dyslexia instruction includes spelling, phonics, and decoding, phonological awareness, listening and verbal expression, reading comprehension, writing and study skills. Students receive instruction in a pull-out arrangement and are grouped with others working at a similar level. This allows the teachers to focus on high-quality instruction that meets the needs of learners and allows the students to progress at an appropriate pace. Students receive instruction according to the SPDI protocol.

Standard Protocol Dyslexia Instruction:

In NSCISD, standard protocol dyslexia instruction (SPDI) is offered kindergarten through grade 12. The components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. SPDI provides evidence-based, multisensory structured literacy instruction for students with dyslexia. The SPDI program is designed for all students with dyslexia and must be explicit, systematic, and intentional in its approach.

Standard protocol dyslexia instruction must be—

- evidence-based and effective for students with dyslexia
- taught by an appropriately trained instructor, and
- implemented with fidelity.

Instructional decisions for a student with dyslexia must be made by a committee (Section 504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. As is the case with any instructional program, differentiation that does not compromise the fidelity of a program may be necessary to address different learning styles and ability levels and to promote progress among students receiving dyslexia instruction.

Specially Designed Instruction: Specially designed instruction (SDI) differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Note that participation in standard protocol dyslexia instruction must be considered for all

students, including those receiving SPDI under the IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

For more information regarding mandated evidence-based instructional programs for students with dyslexia and related disorders, refer to [Texas Dyslexia Handbook: Revised 2021.](#)

Students' progress in the NSCISD dyslexia program will be reviewed annually by either the campus 504 or ARD committee. Consideration of all available data shall be given when determining a student's progress.

Instructional Accommodations for Students with Dyslexia/Related Disorders

Decisions about which accommodations to use are very individualized and should be made for each student by the student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or related disorders or provide support for the use of an accommodation *should not* be limited by whether an accommodation is allowable on a state assessment.

Accommodations are not one size fits all; rather the impact of dyslexia or the related disorder on the individual student determines the accommodation. Accommodations provide students with dyslexia or related disorders effective and equitable access to grade-level or course instruction in the general education classroom. The decision-making committee should select accommodations that meet the needs of the individual student.

When considering accommodations for students with dyslexia or related disorders, consider the following:

- The rate of producing work
- The volume of the work to be produced
- The complexity of the tasks
- The tools used to produce the written product
- The format of the product

(Texas Scottish Rite Hospital for Children, 2018, p. 5).

Examples of appropriate accommodations for students with dyslexia or related disorders:

Textbooks and Books

- Assign peer reading buddies
- Do not require student to read aloud
- Provide access to text-to-speech and have student follow the text while listening
- Provide summaries of chapters
- Review vocabulary prior to reading
- Allow/encourage highlighting of important text

Curriculum/Instruction

- Provide a hard copy of complete or skeletal lecture notes
- Shorten assignments to focus on mastery of critical concepts
- Allow extended time for tests, assignments, and quizzes
- Oral administration or text-to-speech for tests, assignments & quizzes
- Utilize assistive technology as appropriate
- Accompany oral directions with visual clues
- Ask student to repeat, check for understanding during independent practice
- Allow opportunity for reteaching difficult concepts
- Break complex directions into 1-3 small steps—arrange in a vertical list format
- Provide preview questions, study guides or outlines
- Provide hard copy of test materials

Writing

- Allow extended time for written tasks, including note-taking & copying
- Reduce the length of written assignments
- Allow student to audio record important information or assignments
- Allow student to use manuscript or cursive, whichever is most legible and efficient
- Allow assistive technology (e.g., speech-to-text) for written work
- Allow typed responses
- Grade for content not spelling or handwriting
- Provide a hard copy of complete or skeletal lecture notes
- Shorten spelling tests or multiple choice spelling test format
- Provide graphic organizers
 - Offer alternative to written projects, such as oral report, or visual media project

Math

- Allow student to use a 4 function calculator
- Break problems into smaller steps and at a slower pace
- Read story problems aloud
- Take time to reteach difficult concepts
- Use graph paper or lined paper sideways, to correctly line up math problems
- Use visuals, manipulatives, and concrete examples

Resources, Book

Texas Dyslexia Handbook, 2021, TEA

All Kinds of Minds by Mel Levine, M.D.

Basic Facts About Dyslexia & Other Reading Problems by Louisa Cook Moats, Karen E. Dakin

Beginning to Read: Thinking and Learning About Print—A Summary by Marilyn Jager Adams

Dyslexia, Fluency, and the Brain by Maryanne Wolf

Dyslexia: Theory and Practice of Instruction, Third Edition by Diana Brewster Clark, Joanna Kellog Uhry

English Isn't Crazy! By Diana Handbury King

Helping Children Overcome L.D. by Gerome Rosner

Homework Without Tears: A Parent's Guide for Motivating Children To Do

Homework and To Succeed in School by Lee Canter, Lee Hausner

How Dyslexic Benny Became a Star: A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith

Informed Instruction for Reading Success: Foundations for Teacher Preparation by The International Dyslexia Association

Josh: A Boy With Dyslexia by Caroline Janover

Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders by Mel Levine, M.D.

Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution by Johnathan Mooney, David Cole

Multisensory Teaching of Basic Language Skills, 2nd Edition by Judith R. Birsh (Ed.) *My Name is Brain Brian* by Jeanne Betancourt

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level by Sally Shaywitz, M.D.

Parenting a Struggling Reader by Susan L. Hall, Louisa C. Moats

Proust and the Squid, The Story and Science of the Reading Brain Maryanne Wolf
Reading David: A Mother and Son's Journey Through The Labyrinth of Dyslexia by Lissa Weinstein, Ph.D.

Smart Kids with School Problems: Things to Know & Ways to Help by Pricilla Vail
Speech to Print by Louisa C. Moats

The Difficult Child by Stanley Turecki, M.D., Leslie Tonner
The Many Faces of Dyslexia by Margaret Byrd Rawson
The Misunderstood Child: Understanding and Coping with Your Child's Learning Disability by Larry B. Silver, M.D.
The Read Aloud Handbook by Trelease
The Source for Dyslexia and Dysgraphia by Regina Richards
The Tuned-in, Turned-on Book about Learning Problems by Marnell Hayes
The Voice of Evidence in Reading Research by Peggy McCardle, Vinita Chhabra
The Worst Speller in Jr. High by Caroline Janover, Rosemary Wellner
“*What's Wrong with Me?*” *Learning Disabilities at Home and School* by Regina Cicci

Resources, Assistive Technology

Technology Supports for Struggling Readers:

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

Resources, Related Links:

Academic Language Therapy Association (ALTA) <https://altaread.org/>

ACT Assessment

<https://www.act.org/content/dam/act/unsecured/documents/QuickStartGuideforRequestingAccommodations.pdf>

Council of Educators of Students with Disabilities (CESD)

<https://www.504idea.org/>

Education Service Center Dyslexia Contacts

<https://tea.texas.gov/about-tea/other-services/education-service-centers/education-service-centers-map>

International Dyslexia Association (IDA) <https://dyslexiaida.org/>

Learning Institute of Child Health and Human Development (NICHD)

<https://www.nichd.nih.gov/>

Texas Center for Learning Disabilities <https://www.texasldcenter.org/>

Texas Education Agency (TEA) <https://tea.texas.gov/>

The College Board <https://www.collegeboard.org/>

The Florida Center for Reading Research <https://fcrr.org/>

The National Reading Panel

<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Yale Center for Dyslexia and Creativity <http://dyslexia.yale.edu/>
[Texas Education Agency Dyslexia Fact Sheet for Parents \(English & Spanish\)](#)
[TEA Legal Frameworks- Notice of Procedural Safeguards & Parent's Guide to the ARD Process](#)

Department of Education Office for Civil Rights *Parent & Educator Resources*
Guide to Section 504 in Public Elementary & Secondary Schools
<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

Professional Development Opportunities for Teachers

Reading Horizons provides professional learning opportunities:
<https://readinghorizons.website/implementation-services-resources/professional-learning-events> (*Discovery: K-3- Elevate: Grades 4+*)

Texas State Library & Archives Commission: **Schools - Teacher's Guide to the Talking Book Program in the Classroom**

<https://www.tsl.texas.gov/tbp/schoolguide.html>

[Teacher's Guide to the Talking Book Program](#)

[Talking Book School Application](#)

[Learning Ally Audiobooks for Dyslexia & Learning Disabilities](#)

Parent Resources

Texas Dyslexia Handbook: Revised 2021- English

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

Texas Dyslexia Handbook: Revised 2021- Spanish

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

Texas State Library & Archives Commission: Student Resources for Reading Disabilities https://www.tsl.texas.gov/tbp/reading_disabilities

[Talking Book Application - English](#)

[Talking Book Application - Spanish](#)

Texas Education Agency Dyslexia and Related Disorders

August 2023

[Dyslexia Handbook 2021 Updates Webinar-Oct. 14, 2021](#)

[Dyslexia Handbook 2021 Updates PDF – Oct. 14, 2021](#)

[Dyslexia Handbook 2021 Update: Information for Families Webinar – Nov. 18, 2021](#)

[Dyslexia Handbook 2021 Update: Information for Families PDF – Nov. 18, 2021](#)

[EL Manual De Dislexia Actualización 2021: Información para familias Webinar -Nov. 18, 2021](#)

[EL Manual De Dislexia Actualización 2021: Información para familias PDF -Nov. 18, 2021](#)

[The Dyslexia Handbook 2021 Update: Important Changes for Families to Understand – March 31, 2022](#)

[Actualización del manual de dislexia 2021: CAMBIOS IMPORTANTES QUE LAS FAMILIAS DEBEN ENTENDER – March 31, 2022](#)

APPENDIX A: Sample Notification of Risk Letter - English/Spanish

Date: [insert date]

Re: Dyslexia Screening Results

To the Parents of [insert name of student]

This letter informs you that your child has been screened for dyslexia by the school as required by state law (TEC. §38.003 and TAC §74.28). The purpose of the screening is to identify children in Kindergarten and Grade 1 who may be at risk for a reading disability, specifically dyslexia, so that appropriate research-supported accelerated instruction and interventions can be implemented. All research supports early identification and intervention for students in the core skill areas of reading, spelling, and writing.

It is important to emphasize that screenings are designed to identify predictors or “red flags” that suggest a child may have later difficulty with reading development. During the screening, your child has been assessed in the below areas:

- Phonological awareness – The broad ability to perceive and identify sounds of a spoken language; rhyming words, and counting the number of syllables in a name are examples
- Phonemic awareness – The specific ability to manipulate sound patterns within words
- Sound-symbol recognition- The ability to connect letters and their associated sounds automatically and efficiently
- Letter knowledge– The ability to identify and write letters automatically and efficiently
- Decoding – The ability to link letters and associated sounds to figure out unfamiliar words
- Spelling – The ability to correctly write the letters in each word
- Listening comprehension – The ability to understand what is being said orally
- Reading rate – The speed at which words are read (Grade 1 only)
- Reading accuracy – The correctness of words being read (Grade 1 only)

Based on the screening results:

- ☐ Your child was determined at this time to not be at risk for dyslexia or related disorders.
- ☐ Your child showed some difficulty in some areas that were screened. To address identified targeted areas, the following interventions will be provided to your student during the school day: [insert intervention details]
- ☐ Your child has been determined at risk for dyslexia. Thus, the Committee recommends formal dyslexia evaluation. You will be contacted by [insert name of designee] to schedule a meeting to discuss the results and consider the next steps.

Parents can be excellent partners with the school to support students with the development of essential reading skills. For information about activities to support reading development at home, see the list of resources provided below, including the [Texas Dyslexia Handbook](#).

Please feel free to contact [insert name of contact] at [insert email address] if you have any questions currently. We look forward to meeting with you.

Respectfully yours,
[name of campus administrator]
Principal

Resources for Parents to Support Reading at Home:

Talking Book Program: Texas State Library - <https://www.tsl.texas.gov/tbp/index.html>

Book Share - <https://www.bookshare.org/cms/>

Learning Ally - <https://learningally.org/Solutions-for-School/school-grants/Texas>

National Center on Accessible Educational Materials - <http://aem.cast.org/>

Texas Dyslexia Handbook - [Dyslexia Handbook | Texas Education Agency](#)

<https://tea.texas.gov/academics/special-student-populations/review-and-support/dyslexia-handbook>

Fecha: [insertar fecha]

Re: Resultados de la prueba de detección de dislexia

A los padres de [inserte el nombre del estudiante]

Esta carta le informa que la escuela ha examinado a su hijo para detectar dislexia según lo exige la ley estatal (TEC. §38.003 y TAC §74.28). El propósito de la evaluación es identificar a los niños en jardín de infantes y primer grado que pueden estar en riesgo de tener una discapacidad de lectura, específicamente dislexia, para que se puedan implementar intervenciones e instrucción acelerada respaldada por investigaciones adecuadas. Toda la investigación apoya la identificación e intervención tempranas para los estudiantes en las áreas de habilidades básicas de lectura, ortografía y escritura.

Es importante enfatizar que las evaluaciones están diseñadas para identificar predictores o "señales de alerta" que sugieren que un niño puede tener dificultades posteriores con el desarrollo de la lectura. Durante la evaluación, su hijo ha sido evaluado en las siguientes áreas:

- Conciencia fonológica: la amplia capacidad de percibir e identificar los sonidos de un idioma hablado; palabras que riman y contar el número de sílabas en un nombre son ejemplos
- Conciencia fonémica: la capacidad específica de manipular patrones de sonido dentro de las palabras.
- Reconocimiento de símbolos de sonido: la capacidad de conectar letras y sus sonidos asociados de forma automática y eficiente.
- Conocimiento de letras: la capacidad de identificar y escribir letras de forma automática y eficiente.
- Decodificación: la capacidad de vincular letras y sonidos asociados para descifrar palabras desconocidas
- Ortografía: la capacidad de escribir correctamente las letras de cada palabra
- Comprensión auditiva: la capacidad de comprender lo que se dice oralmente.
- Velocidad de lectura: la velocidad a la que se leen las palabras (solo grado 1)
- Precisión de lectura: la corrección de las palabras que se leen (solo grado 1)

Según los resultados de la evaluación:

- ☐ En este momento se determinó que su hijo no estaba en riesgo de dislexia o trastornos relacionados.
- ☐ Su hijo mostró alguna dificultad en algunas áreas que fueron examinadas. Para abordar las áreas específicas identificadas, se proporcionarán las siguientes intervenciones a su estudiante durante el día escolar: [insertar detalles de la intervención]
- ☐ Se ha determinado que su hijo tiene riesgo de dislexia. Por lo tanto, el Comité recomienda una evaluación formal de la dislexia. [inserte el nombre de la persona designada] se comunicará con usted para programar una reunión para discutir los resultados y considerar los próximos pasos.

Los padres pueden ser excelentes socios con la escuela para apoyar a los estudiantes con el desarrollo de habilidades esenciales de lectura. Para obtener información sobre actividades para apoyar el desarrollo de la lectura en el hogar, consulte la lista de recursos que se proporciona a continuación, incluido el [Manual de dislexia de Texas](#).

No dude en ponerse en contacto con [insertar nombre de contacto] en [insertar dirección de correo electrónico] si tiene alguna pregunta actualmente. Esperamos reunirnos con usted.

Respetuosamente suyo,
[nombre del administrador del campus]
Director de escuela

Recursos para que los padres apoyen la lectura en el hogar:

Programa de Libros Parlantes: Biblioteca Estatal de Texas - <https://www.tsl.texas.gov/tbp/index.html>

Compartir libro - <https://www.bookshare.org/cms/>

Aliado de aprendizaje - <https://learningally.org/Solutions-for-School/school-grants/Texas>

Centro Nacional de Materiales Educativos Accesibles - <http://aem.cast.org/>

Manual de dislexia de Texas - Manual de [dislexia | Agencia de Educación de Texas](#) (<https://tea.texas.gov/academics/special-student-populations/review-and-support/dyslexia-handbook>)

APPENDIX B: Family Input Form - English/Spanish

NSCISD Parent Input Family History Checklist

Child's Name: _____ Date: _____

Person Completing Checklist: _____

Relationship to Child: _____

Please check the boxes below to indicate those signs of reading difficulties that you have observed in your child at home in learning his/her first language. Add comments as appropriate.

Present	Possible Signs of Dyslexia	Comments
Earliest Signs		
	Delayed Speech	
Preschool		
	Difficulty learning (and remembering) the names of the alphabet	
	Seems unable to recognize letters in his/her own name	
	Mispronounces familiar words; persistent "baby talk"	
	Doesn't recognize rhyming patterns like cat, bat, rat	
Kindergarten & First Grade		
	Reading errors that show no connection to the sounds of the letters on the page- will say "puppy" instead of the written word "dog" on an illustrated page with the picture of a dog	
	Does not understand that words come apart	
	Complains about how hard reading is, "disappears" when it is time to read	
	Cannot sound out even simple words like cat, map, and nap	
	Struggles to understand my child when speaking (pronunciation)	
Other Family Members		
	Other family members who have struggled with reading, writing, or spelling	

Thank you for completing this checklist!

Lista de verificación de antecedentes familiares de aportes de los padres de NCISD

Nombre del niño: _____ Fecha: _____

Persona que completa la lista de verificación: _____

Relacion hacía el niño: _____

Marque las casillas a continuación para indicar los signos de dificultades de lectura que ha observado en su hijo en casa al aprender su primer idioma. Agregue comentarios según corresponda.

Regalo	Posibles signos de dislexia	Comentarios
primeros signos		
	Habla retrasada	
Preescolar		
	Dificultad para aprender (y recordar) los nombres del alfabeto	
	Parece incapaz de reconocer letras en su propio nombre	
	Pronuncia mal palabras conocidas; "charla de bebé" persistente	
	No reconoce patrones de rima como cat, bat, rat	
Jardín de infantes y primer grado		
	Errores de lectura que no muestran conexión con los sonidos de las letras en la página: dirá "cachorro" en lugar de la palabra escrita "perro" en una página ilustrada con la imagen de un perro	
	No entiende que las palabras se separan	
	Se queja de lo difícil que es leer, "desaparece" cuando llega el momento de leer	
	No puede pronunciar ni siquiera palabras simples como gato, mapa y siesta.	
	Tiene dificultades para entender a mi hijo cuando habla (pronunciación)	
Otros miembros de la familia		
	Otros miembros de la familia que han tenido problemas con la lectura, la escritura o la ortografía	

¡Gracias por completar esta lista de verificación!

APPENDIX C: Introduction Letter for Parents- Talking Book Program English/Spanish

Greetings from the Talking Book Program!

Throughout Texas, children with disabilities that prevent them from reading standard print are enjoying the world of reading through the Talking Book Program (TBP). TBP is a FREE service that allows students with a reading disability, like dyslexia, the opportunity to read.

We offer more than 125,000 titles and 80 plus magazines, all read with human narration. Materials can be downloaded via the Braille and Audio Reading Download (BARD) Mobile app, on a smartphone or tablet. The program is completely free, with no charges and no overdue fees.

For more information, visit www.tsl.texas.gov/tbp/reading_disabilities, send an email to tbp.services@tsl.texas.gov or give us a call at 1-800-252-9605. TBP staff will be happy to answer your questions and help you apply for service.

We look forward to hearing from you.

Sincerely,
The Talking Book Program
Texas State Library and Archives Commission

¡Saludos desde el Programa del Libro que Habla!

En todo Texas, los niños con discapacidades que les impiden leer la letra impresa estándar disfrutan del mundo de la lectura a través del Programa de libros que hablan (TBP). TBP es un servicio GRATUITO que permite a los estudiantes con una discapacidad de lectura, como la dislexia, la oportunidad de leer. Ofrecemos más de 125.000 títulos y más de 80 revistas, todas leídas con narración humana. Los materiales se pueden descargar a través de Braille and Audio Reading Download (BARD)

Aplicación móvil, en un teléfono inteligente o tableta. El programa es gratuito, sin cargos ni cuotas atrasadas.

Para obtener más información, visite www.tsl.texas.gov/tbp/reading_disabilities, envíe un correo electrónico a tbp.services@tsl.texas.gov o llámenos al 1-800-252-9605.

El personal de TBP estará encantado de responder a sus preguntas y ayudarle a solicitar el servicio.

Esperamos con interés escuchar de usted.

Atentamente,

El programa del libro que habla
Comisión de Archivos y Biblioteca del Estado de Texas