

**Presented by Terrell ISD
Special Services**

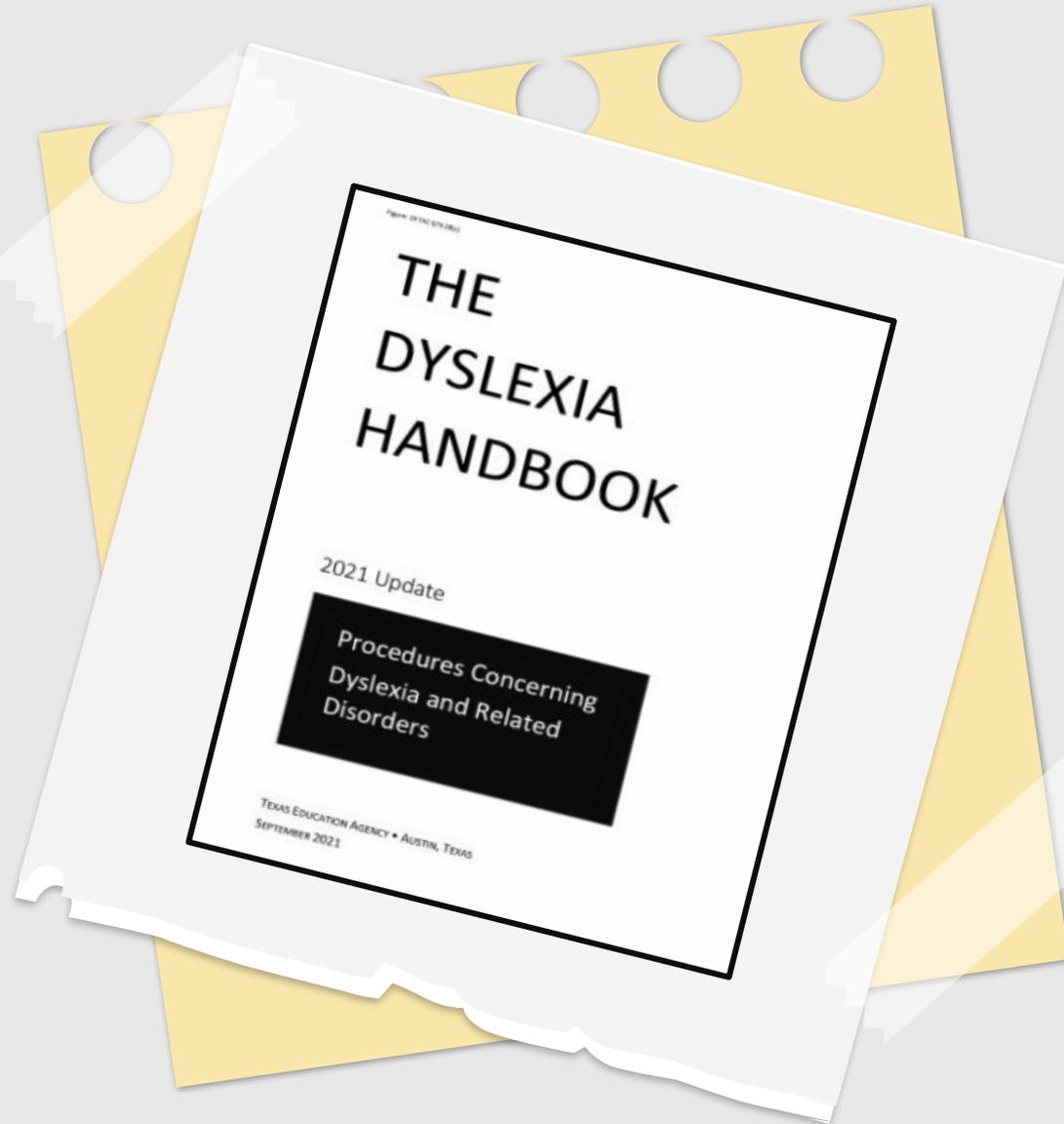


Dyslexia & Related Disorders

School Year
2022-2023

Parent
Education
Program





The Dyslexia Handbook

2021 Update

Procedures Concerning Dyslexia and Related Disorders

Appendix A Dyslexia Handbook FAQ

Definition of Dyslexia

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**. (International Dyslexia Association, 2002)

Dyslexia Basics

Definition:

A specific learning disability that is neurobiological in origin

Cause:

deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction

Occurrence:

#1 in 5 - up to 17% of students may have dyslexia. Students with mild severity may compensate well and never be identified or be identified later when the quantity of reading required increases.

Primary Characteristics of Dyslexia

Difficulty reading words in isolation

Difficulty accurately decoding unfamiliar words

Difficulty with oral reading fluency (slow, inaccurate, or labored without prosody)

Difficulty with spelling

Secondary Consequences of Dyslexia

Variable difficulty with aspects of reading comprehension

Variable difficulty with aspects of written language

Limited growth in vocabulary and background knowledge due to reduced reading experiences

Risk Factors

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Risk Factors

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Risk Factors

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

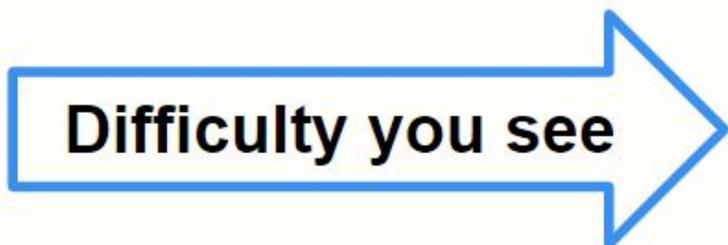
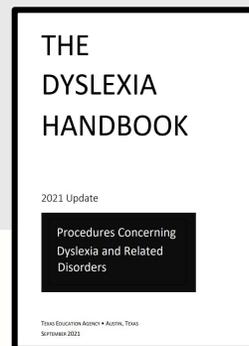
Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Definition of Dysgraphia

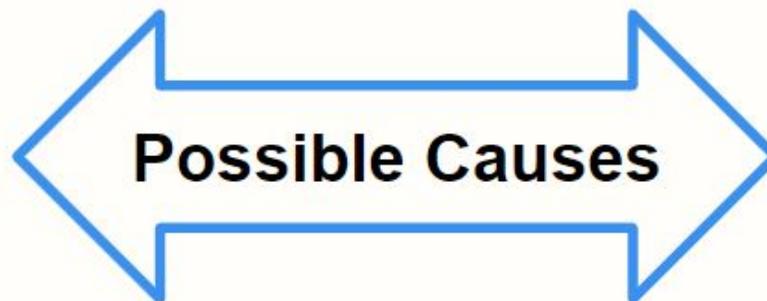
A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by **illegible and/or inefficient handwriting** due to difficulty with letter formation. This difficulty is the result of deficits in **graphomotor function** (hand movements used for writing) and/or **storing and retrieving orthographic codes** (letter forms) (Berninger, 2015). *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

Problem and Causes



 **Handwriting**
Legibility
Automaticity

 **Orthographic Processing**
Storing and retrieving orthographic codes (letter forms)



 **Graphomotor**
Hand movements used for writing

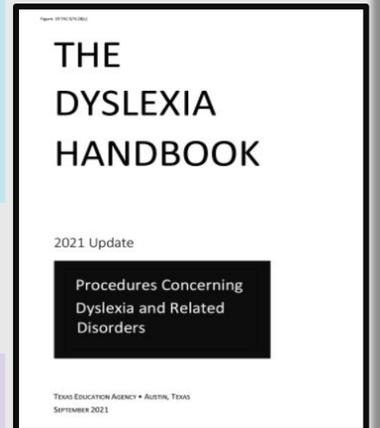
Primary Characteristics

- 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 or inconsistent pressure, Hand or wrist fatigue
- Letter size (too large, too small)
- Slow writing and copying with legible or illegible handwriting
- Mixture of capital & lowercase letters within words
- Multiple spelling errors
- Frustration/writing avoidance
- Low volume of written output and/or other aspects of written expression

Assessment for Dyslexia and Related Disorders

The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA)

The 2021 Dyslexia Handbook streamlines the process of identification and clarifies that anytime the district suspects that a student has dyslexia or a related disorder, the district must seek parental consent for a Full Individual Initial Evaluation (FIE) under the IDEA (Special Education).



Who should parents contact regarding an assessment for dyslexia or a related disorder?



Parents may ask for a meeting with the campus to discuss their concerns and/or to request a full individual evaluation for dyslexia or a related disorder at any time. This request can be made to their child's teacher, the campus counselor, or the diagnostician. It can be in writing, in person, or over the phone.

Figure 3.8

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

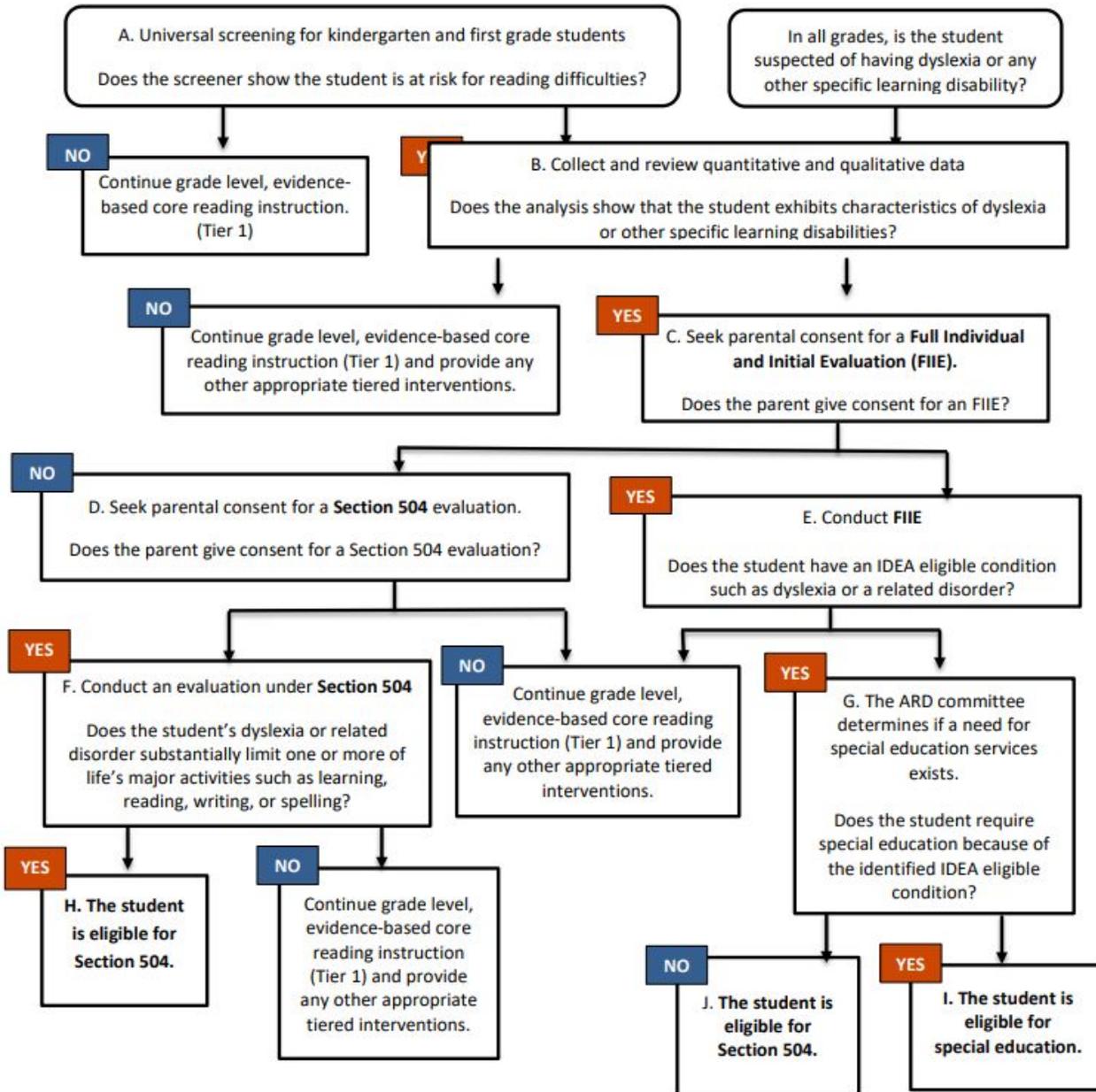
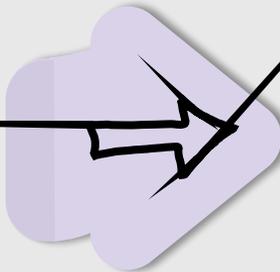


Figure 3.8
from the
Dyslexia Handbook
2021 Update



Qualifications of Service Providers

Certified Teacher

Training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

Training in the district dyslexia program to deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

Additional training is required if dyslexia services are modified.

All Dyslexia Intervention

Critical Evidenced Based Components

- phonological awareness
- sound-symbol association
- syllabication
- orthography
- morphology
- syntax
- reading comprehension
- reading fluency

Delivery of Dyslexia Intervention

- multisensory instruction
- systematic
- cumulative
- explicit
- diagnostic teaching to automaticity
- analytic and synthetic approaches

Standard Protocol Dyslexia Intervention

Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often take place in a small group setting

- Evidence based and effective for students with dyslexia
- Taught by an appropriately trained instructor
- Implemented with fidelity
- Must be considered for all students including those receiving dyslexia instruction under IDEA (Special Education)
- Could be part of the specially designed instruction and services provided to meet the student's needs.

Additional Considerations

For students with dyslexia who have been determined eligible for and who are receiving special education services, a more individualized program can be provided designed to meet a student's unique needs.

- Evidence based and effective for students with dyslexia
- Taught by an appropriately trained instructor
- Taught by a teacher certified in special education
- Implemented with fidelity
- Adaptations are provided to methodology or delivery of instruction based upon an individual student's profile.

Instructional Accommodations

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction.

- Minimizes impact of disability by providing equitable access to grade-level or course instruction in the general education classroom.
- Not one size fits all; the impact of dyslexia on each individual student determines the necessary accommodation.
- Accommodations may:
 - Adapt delivery of instruction
 - Provide variation in the way a student communicates knowledge
 - Allow for changes to the environment

For more Information on Accommodations - [Region 10 Website](#) and [International Dyslexia Association](#)

State Assessment 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.

- **Accessibility Features** are procedures & materials that are allowed for any student who needs them.
 - *Small Group
 - *Read Aloud
 - *Blank Place Markers
 - *Use of various highlighters, colored pencils, etc.
 - *Use of tools to minimize distractions or help maintain focus
 - **Designated Supports** are locally-approved supports who meet eligibility criteria.
 - *Oral Administration
 - *Calculation Aids (gr. 5-7)
 - *Content & Language Supports (online only)
 - *Spelling Assistance
 - *Basic Transcribing
 - *Structured Reminders
- For more Information on Accommodations for State Assessment - [TEA Accommodation Resources](#)

Response to Intervention

In Texas and throughout the country, there is a focus on a Response to Intervention (RTI) or a Multi-Tiered System of Supports (MTSS) process as a vehicle for meeting the academic and behavioral needs of all students. State law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

Evaluation under IDEA

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Evaluation under IDEA

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

Evaluation under IDEA

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

Evaluation under IDEA

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Evaluation under IDEA

- Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.
- Additional information regarding special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.
- **Contact Person for Special Education Referrals** The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Special Services Executive Director at 972-563-7580.

Section 504

Section 504 Referrals Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504

The designated person to contact regarding Section 504 services is the 504 Coordinator at 972-563-7580.

Talking Books



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

Senate Bill (SB) 2075 requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge and includes over 100,000 titles, hundreds of which are in Spanish.

[Talking Book Application English](#)

[Talking Book Application Spanish](#)

RESOURCES

Terrell ISD Special Services WEBPAGE

TEA Resources
on Special Education
in Texas

English

-  **Dyslexia**
-  **Individuals with Disabilities Education Act (IDEA)**
-  **Delayed or Denied Evaluations and Compensatory Services**

-  **Multi-Tiered Systems of Support**
-  **Section 504**

Spanish

-  **Dislexia**
-  **Ley de Educación para Personas con Discapacidad**
-  **Evaluaciones Retrasadas o Denegadas & Servicios Compensatorios**

-  **Sistemas de Soporte Multi-Niveles**
-  **Artículo 504**

Dyslexia Contacts

Jammie Hayes, Terrell ISD Dyslexia Contact
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972-563-7580

Amie Davenport, Region 10 Educational Service
Center-Regional Dyslexia Consultant
amie.davenport@region10.org
972-348-1538

Cherie Howell, ESC Dyslexia Network Coordinator
cherie.howell@region10.org
972-348-1410

State Dyslexia
Helpline
1-800-232-3030