

Kermit ISD
Dyslexia
Handbook
2019-2020



District Dyslexia Handbook

Kermit ISD's Dyslexia Program strives to facilitate reading skills achievement at the student's personal skill level. Teachers use researched based strategies to identify student deficits and deliver intervention to any student exhibiting characteristics of dyslexia and related primary difficulties in the areas of reading, writing, and spelling.

Kermit Independent School District
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Kermit, Texas 79745
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www.kermitisd.org

ASSURANCE OF NONDISCRIMINATION

Kermit ISD 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 members have been designated to coordinate compliance with these legal requirements:

Roxane Greer, Executive Director of Special Programs, Instruction, and Special Education

Angela Florez, District 504 Coordinator

All complaints shall be handled through established channels and procedures beginning with the campus principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with district policy.

If you need the assistance of the Office for Civil Rights (OCR), the address of the OCR Regional Office that covers this district is:

Office for Civil Rights, Region VI
1999 Bryan Street, Suite 1620 Dallas, TX 75201-6810
Telephone: (214) 661-9600 Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

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Introduction and Overview

What is dyslexia and how does Kermit ISD serve students identified as having dyslexia?

Most current definition: 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 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. Adopted by the International Dyslexia Association board of Directors, November 12, 2002. This definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.

Broken down, all of this simply means:

Specific learning disability - research has indicated specific cognitive characteristics related to dyslexia.

...that is neurological in origin - Dyslexia results from differences in how the brain processes information. Specifically, functional brain imaging has demonstrated a failure of the left hemisphere posterior brain systems to function properly during reading.

It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities - Students with dyslexia will demonstrate difficulties 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. This is in contrast to the popularly held belief that the major characteristic is the reversal of letters, words and numbers.

These difficulties typically result from a deficit in the phonological component of language - Making the connection between oral language and the letters/sounds that represent language in written form requires an awareness that all words can be decomposed into phonologic segments (i.e., the word "bat" can be broken down into three phonemes or individual sounds - b, a, and t). Research findings have been consistent in confirming that in young school-age children as well as in adolescents, *a deficit in phonology is the strongest and most specific finding related to dyslexia.*

That is often unexpected in relation to other cognitive abilities - The student's reading difficulty is unexpected in relation to other areas, 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.

...and the provision of effective classroom instruction - If the child has been identified as at-risk for reading failure in kindergarten and first grade, has he/she been provided with effective instruction in order to develop proficient early reading skills? The lack of response to scientifically informed instruction is one factor that differentiates severe reading deficits from reading failure resulting from inadequate instruction. **Early intervention is critical...**students who receive appropriate instruction show changes in how their brains processes the information so that it resembles that of non-disabled readers. Research has found that effective early interventions have the capability of reducing the expected incidence of reading failure from 18% of the school age population to 1 - 5%.

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

[Source: *A Definition of Dyslexia* by G. Reid Lyon, Sally E. Shaywitz and Bennett A. Shaywitz; *Annals of Dyslexia*, Volume 53, 2003]

It is important to note that all students are individuals and the characteristics of dyslexia may present differently and at different times for different individuals. Students may be identified with an educational identification of dyslexia at any point during their public school experience.

A Few Quick Facts about Dyslexia:

The word “dyslexia” comes from the Greek language and means *poor language*. Dyslexia is a life-long status; however, its impact can change at different stages in a person’s life. Dyslexia is not due to either lack of intelligence or a desire to learn; dyslexics can learn successfully with appropriate teaching methods. Early identification and treatment is the key to helping dyslexics achieve in school and in life. (Source: *The International Dyslexia Association*) For more information: <http://www.interdys.org/>

Kermit ISD serves students identified as having dyslexia in kindergarten through grade 12. When the student is initially identified, specialized instruction as appropriate for the reading needs of the student will include phonological

awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

Kermit ISD uses research-based instruction to accelerate the learning of our identified students who are served in the program. Students who are identified but who no longer receive formal services are monitored for success and may receive classroom accommodations, or if a need arises, appropriate individualized intervention may be provided as determined by the 504 Committee.

Characteristics of Dyslexia

The following are the reading/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation;
- Difficulty accurately decoding nonsense words;
- Slow, inaccurate, or labored oral reading (lack of reading fluency);
- Difficulty with learning to spell.

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

For more information:

- International Dyslexia Association for answers to Frequently Asked Questions;
- Texas Education Agency's Dyslexia Handbook (also available in Spanish).

Law Regarding Dyslexia Instruction

Texas Education Code §38.003 (State Law)

§38.003. Screening and Treatment for Dyslexia and Related Disorders

Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.

- In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- The State Board of Education shall adopt any rules and standards necessary to administer this section.

In this section:

“**Dyslexia**” means a disorder of constitutional origin manifested by a 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. 5

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 in 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 Disorders.”

- 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.

KISD Board Policy (EHB Legal)

DYSLEXIA AND RELATED DISORDERS: The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students with dyslexia and related disorders, in accordance with the State Board of Education's Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, revised 2014.

IDENTIFICATION AND TESTING: Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student. 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.

TREATMENT: Each school shall provide each identified student access to instructional programs needed and to the services of a teacher trained in dyslexia and related disorders.

READING PROGRAM: The 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 utilize 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.

NOTICE TO PARENTS: The District shall inform parents and guardians of students eligible under Section 504 of all services and options available to the student under that statute. Education Code 38.003; 19 TAC 74.28 8

District Responsibilities

In keeping with the guidelines required in the *Texas Dyslexia Handbook: Revised 2014*, districts have the following responsibilities in serving the needs of students with dyslexia.

Provide information and training

- Staff development
- Parent education

Select teachers and curriculum materials

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

Develop (or obtain) forms for:

- Data gathering
- Parent/teacher observations
- Recommend for assessment
- Others (e.g. 504, testing, accommodation, monitoring, etc.)

Set-up process (and establish responsibility) for:

- Referral
- Assessment
- Evaluation
- Identification (committee decision)
- Intervention/instructional options
- Progress Monitoring

Determine exit criteria

Establish support system for exited students

At each Kermit ISD campus, the Campus 504 Committee will follow all processes and procedures in accordance with appropriate Administrative Regulations, Board Policy, and district practices as specified in the KISD Student Intervention Process Flow Chart included in this manual. If a student is also identified as Special Education, the ARD committee, with input from a person knowledgeable of the identification and instruction of persons with dyslexia, will be the decision-making committee in accordance with all Special Education processes, policies, and procedures.

The committee members of each Campus 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.

The *Texas Dyslexia Handbook: Revised 2014*, outlines the process for making a determination for an educational identification of dyslexia. The Kermit ISD process for identifying students who may be in need of support for dyslexia and related disorders follows these guidelines and procedures which are specified in the next section.

Identification Categories for Dyslexic Learners

While there are no automatic qualifying conditions for Section 504 protection, an identification of dyslexia may mean that a student is 504 eligible under Section 504 Guidelines and in accordance with the District 504 Policies and Procedures.

Section 504 defines an individual with a disability as one whom “(i) has a physical or mental impairment which substantially limits one or more of such persons major life activities, (ii) has a record of such impairment, or (iii) is regarded as having such impairment.”

An identification of dyslexia is **NOT** an automatic qualification for 504 services.

There are three categories of dyslexia identification. It is the responsibility of the Campus 504 Committee to make an appropriate identification or referral.

- Dyslexic, but **NOT** eligible under Section 504
- Dyslexic and 504 eligible
- Dyslexic and Special Education eligible (NOTE: Eligibility for Special Education services is an ARD committee decision and a 504 Committee may REFER a student for consideration of Special Education, following all KISD processes and procedures regarding a Special Education referral.)

KISD Evaluation and Identification Process

In KISD, students may be referred for a dyslexia evaluation at any time during the year. When a student is referred for dyslexia evaluation, the process detailed in the KISD Student Intervention Process Flow Chart must be followed under the direction of the District 504 Coordinator and campus principal. The 504 Coordinator will follow all processes and procedures to notify parents of the recommendation to assess, inform parents of their rights under 504 law and obtain permission for formal dyslexia assessment.

Upon referral for a dyslexia evaluation, the 504 Coordinator/Campus Principal will begin the data-gathering process outlined in the *Texas Dyslexia Handbook, Revised 2014*. All information related to the student, such as vision and hearing screenings, report cards, work samples, K-2 reading assessment data, state assessment scores and language proficiency data will be considered for students that have been identified as Limited English Proficient (LEP). After formal assessment is completed, the 504 Coordinator will follow all processes and procedures to notify parents of the meeting to review the evaluation results. After review of the data and the evaluation results, the Committee will determine eligibility and recommended instructional interventions, and/or the dyslexia program.

For students identified as LEP, the process outlined in the *Texas Dyslexia Handbook, Revised 2014* will be followed. After review of the data and the evaluation results, the Committee along with an LPAC representative will determine eligibility and recommended instructional interventions, and/or the dyslexia program.

In the event that a referral is made by the ARD committee, special education processes, procedures, and policies will be followed. If a student has an IEP (Individualized Educational Plan), then assessment personnel will conduct the dyslexia assessment and the ARD committee will make the identification decision according to the criteria specified in the *Texas Dyslexia Handbook Revised 2014* and recorded on the district qualification criteria form. All Special Education processes, policies, and procedures will be followed.

If a student enrolls in KISD from another district with an identification of dyslexia, the Campus 504 Committee will convene to review and continue existing services, to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. All Kermit ISD 504 processes and procedures must be followed. Prior to the 504 committee meeting, the District 504 Coordinator and the campus principal will review all documentation to determine if additional evaluation is needed to consider placement into the KISD Dyslexia Program.

If additional assessment is required, the District 504 Coordinator/Campus Administrator will obtain consent for assessment. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 Committee to determine appropriate placement based upon student need.

If a parent brings to Kermit ISD outside testing that identifies a student as having dyslexia, the Campus 504 Committee will convene to determine whether an educational identification of dyslexia is appropriate and what services, if any, are needed in order for the student to be successful. All Kermit ISD 504 processes and procedures must be followed. Prior to the 504 committee meeting, the District 504 Coordinator, and Campus 504 Coordinator will review all documentation to determine if additional evaluation is needed to consider placement into the KISD Dyslexia Program. If additional assessment is required, the District 504 Coordinator/Campus Administrator and/or teacher will notify the parent so that consent for assessment can be obtained. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 Committee to determine appropriate placement based upon student need.

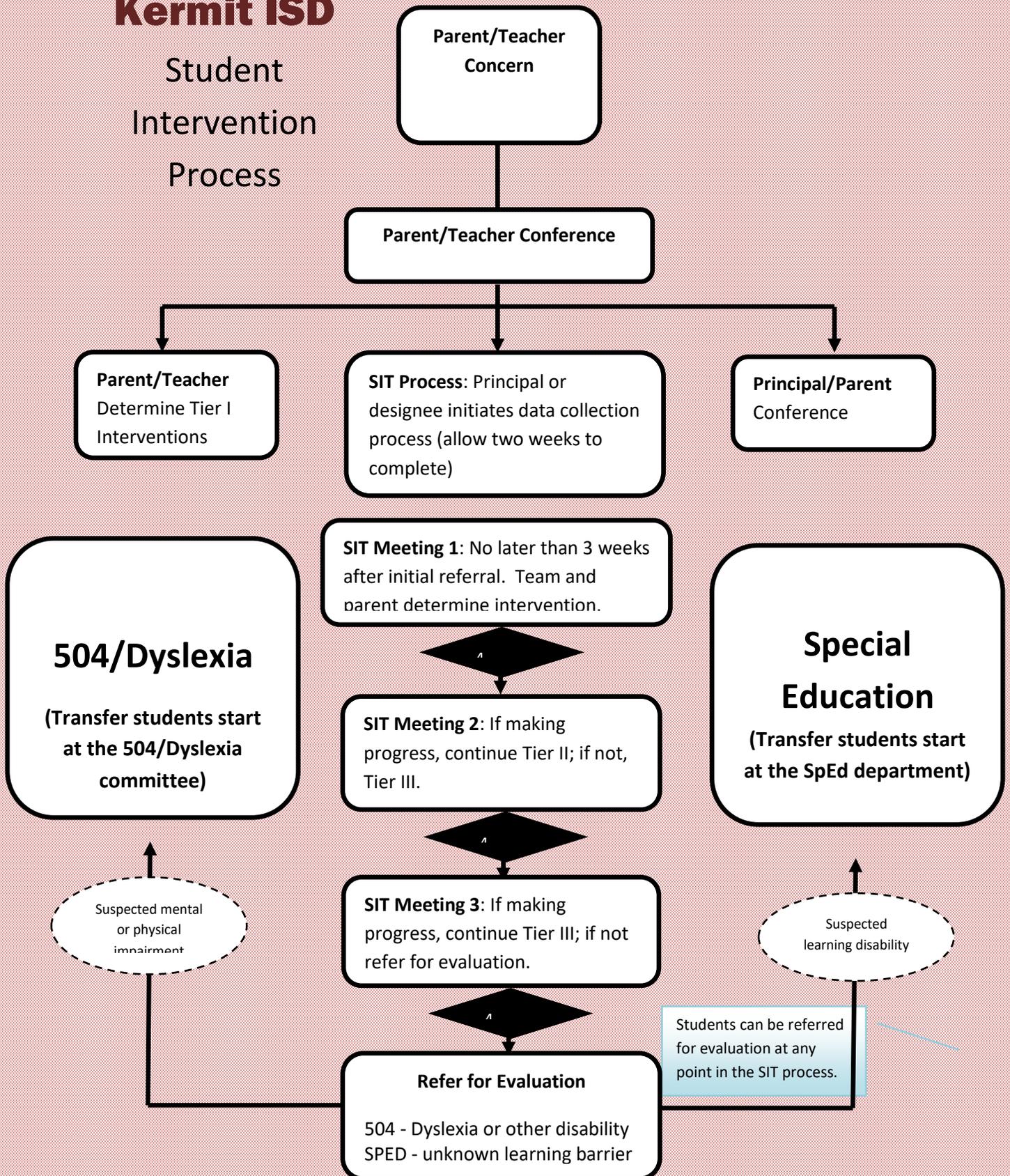
If a parent of a home or private schooled student requests testing for dyslexia, the home campus must be contacted. The 504 Coordinator will request the student's current academic record and attendance information. Additional information related to the student's early childhood development and health history will be requested using the Parent Input form. When all information is gathered, the district assessment personnel will assess after obtaining parental consent. After the assessment is completed, the Campus 504 Committee will meet to determine eligibility and appropriate placement and services, based upon student needs. These services will be provided when the student is enrolled in KISD.

HB 1886 – signed by the Governor in June, 2017 requires all students enrolled in Texas public schools to be screened or tested, as appropriate, for dyslexia and related disorders at the end of the Kindergarten and 1st grade school years.

Although, reading will be monitored throughout the year, the screening will be conducted during the second semester for those grades. If a student's reading data indicates that the student is not progressing, then the screener can be completed and a student can be referred at any time.

Kermit ISD

Student Intervention Process



Services Provided and Monitoring of Students

Whether a student is identified as having dyslexia and placed into the district dyslexia program, or a student is not identified and is referred to the Student Intervention Team (SIT) 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.

Services may be provided as follows:

- If a student is NOT identified as having dyslexia, the student will be referred to the Campus SIT. The team will identify appropriate interventions following KISD Student Intervention procedures and processes. The team will also monitor student progress to ensure success.
- If a student is determined to have dyslexia but NOT eligible under Section 504, the student is referred to the SIT for program placement (which may include placement in the district dyslexia program) and monitoring of progress toward grade level goals. The committee also must consider whether the student is eligible for and requires accommodations related to state assessments. These accommodations require corresponding accommodations to regular classroom instruction and must be implemented and documented.
- If a student is determined to have dyslexia AND 504 eligible, the 504 Committee will develop an individualized plan according to KISD 504 processes and procedures. This plan will include any instructional accommodations 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. These accommodations require corresponding accommodations to regular classroom instruction and must be implemented and documented. The 504 Committee should also consider whether, at any time, a referral for Special Education evaluation is appropriate.

The progress of students in the dyslexia program will be reviewed annually by either the Campus SIT or the Campus 504 Committee, as appropriate to the student's identification. Consideration of all available data shall be given when determining a student's progress toward grade level goals.

Accommodations

The following MAY be appropriate accommodations for students identified as having dyslexia. It should be noted that the decision-making committee should select ONLY those accommodations that BEST meet the needs of the individual student. Additionally, accommodations should be limited to those *necessary* for the student to demonstrate educational progress, such as those deemed appropriate by the teacher or requested by the student.

Textbooks and Curriculum

- **Books/Reading**
- Assign peer reading buddies
- Do not require student to read aloud or allow for practice
- Provide a one-page summary and/or a review of important facts
- Provide CDs or digital textbooks and have student follow the text while
- listening
- Provide preview questions, study guides or outlines
- Provide summaries of chapters
- Review vocabulary prior to reading
- Talk through the material one-to-one after reading assignments
- Use colored transparency or overlay
- Use marker or highlighting tape to highlight important textbook sections

Curriculum

- Shorten assignments to focus on mastery of critical concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or
- Video presentations, projects, collages, etc.)
- Utilize assistive technology, as appropriate

Classroom Environment

- Provide a computer for written work
- Provide quiet during intense learning times
- Reduce the need for copying
- Seat student close to teacher in order to monitor understanding

Instruction and Assignments

Directions

- Accompany oral directions with visual clues
- Ask student to repeat; check for understanding
- Break complex directions into small steps—arrange in a vertical list format
- Give directions in small steps and with as few words as possible
- Read written directions to student, then model/demonstrate
- Use both oral and written directions

Writing

- Allow student to dictate answer to essay questions
- Allow student to respond orally
- Allow student to use a keyboard when appropriate
- Allow use of erasable pens
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of a writing assignment (ideas, voice, etc.)
- Provide a “designated note taker;” photocopy another student’s or teacher’s notes
- Provide a print outline for note-taking
- Provide graphic organizers
- Reduce copying tasks and/or written work

Math

- Allow student to use a calculator without penalty
- Break problems into smaller steps
- Present information in small increments and at a slower pace
- Read story problems aloud
- Take time to reteach if student is struggling to understand
- Use grid paper to help correctly line up math problems
- Use visuals and concrete examples

Grading

- Allow student to type responses
- Avoid penalizing for spelling errors, reversals, etc.
- Evaluate oral performances more than written
- Provide opportunity to test orally, when appropriate
- Read test to student or read questions and answer choices

Testing

- Allow student to respond on tape or by dictating responses
- Allow tests to be taken in a room with few distractions
- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Provide typed test materials in easy to read font
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade

Homework

- Accept work dictated by student to a parent/tutor
- Go over homework directions orally
- Limit amount of time to spend on homework; have parents verify time spent on assignments
- Provide textbooks on CD or digital textbooks, when possible
- Reduce reading assignments

Instruction for Students with Dyslexia

Kermit ISD utilizes research-based programs, taught by highly trained teachers to meet the needs of students in the KISD Dyslexia Program.

School districts may purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in *The Dyslexia Handbook* [19 TAC §74.28(c)].

Phonemic Awareness - Instruction in this area enables students to detect, segment, blend, and manipulate sound in spoken language.

Phonics - instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

Descriptors Related to Instructional Components:

Language Structure

- **Morphology** - study of meaningful units of language such as prefixes, suffixes, and roots.
- **Semantics** - meaning of language such as vocabulary, analogies, figurative language, multiple meanings, etc.
- **Syntax** - set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence structure and variation, and the mechanics of language.
- **Pragmatics** (social use of language) - involves a set of rules that dictate communicative behavior in three main areas: reasons for which we communicate; different codes or styles of communication necessary in a particular context; and conversation or discourse.

Linguistic - directed toward proficiency and fluency with the patterns of language.

Process Oriented strategies- Step-by-step in a precise sequence in order to develop a reliable set of procedures for decoding and encoding that lead to word recognition, fluency and comprehension.

**Descriptors
Related to
Instructional
Approaches:**

Explicit, Direct Instruction

Teachers must directly explain and demonstrate all skills and concepts to students with no assumption of prior skills.

Teachers must present reading and writing skills sequentially and cumulatively. Instruction must follow the logical order of the language, beginning with the easiest and most basic elements and progressing systematically to a more difficult level.

Concepts are reviewed and reinforced providing the student with ample and extended practice.

Individualized - instruction with ongoing assessment that meets the specific learning needs of each student.

Intensive, highly concentrated - instruction that maximizes student engagement.

Meaning-based - instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

Simultaneous Multisensory - teaching should be simultaneously visual, auditory, and kinesthetic/tactile in order to enhance learning and memory.

Kermit ISD is making a district wide commitment to enhance the current reading program. Beginning in the 2016-17 school year, teachers will begin receiving intensive training through the Neuhaus program. Neuhaus Education Center is a nonprofit foundation that was established in 1980 and is dedicated to providing professional development for educators in research-based methods of literacy instruction. They provide a structured approach to teaching the basic language skills of reading, writing, and spelling, an approach that is valuable for all students and essential for those with dyslexia. Neuhaus will equip teachers with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia.

Resources, Books

- *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 Jonathan Mooney, David Cole
- *My Name is Brain Brian* by Jeanne Betancourt
- *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at a 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* by 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
- *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years* by Susan L. Hall, Louisa C. Moats
- *Multisensory Teaching of Basic Language Skills, 3rd Edition* by K. A. Allen, G. F. Neuhaus, M. Beckwith, and J.R. Birsh (Ed.)

- *Beginning Handwriting, Spelling, and Written Composition Instruction* by S. Carreker
- *Teaching Reading: Accurate Decoding and Fluency* by S. Carreker
- *How Words Cast Their Spell: Spelling Instruction Focused on Language, Not Memory, Improves Reading and Writing* by R.M. Joshi, R. Treiman, S. Carreker, L.C. Moats.
- *The Spelling of Final Letter Patterns: A Comparison of Instruction at the Level of the Phoneme and the Rime* by Y.V. Post, S. Carreker, G. Holland in the *Annals of Dyslexia*

Resources, Assistive Technology

- Technology Supports for Struggling Readers
<http://www.region10.org/dyslexia/techplan/>
- Neuhaus Research Guide
<http://neuhaus.org/evidence-based-instruction/>

Resources, Related Links:

- ACT Assessment <http://www.act.org/aap/>
- Council of Educators of Students with Disabilities (CESD) <http://www.504IDEA.org>
- Education Service Center Dyslexia Contacts www.tea.state.tx.us/ESC/index.html
- International Dyslexia Association (IDA) <http://www.interdys.org>
- International Reading Association (IRA) <http://www.reading.org>
- LD Online <http://www.ldonline.com>
- Learning Disabilities Association of America (LDA) <http://www.ldanatl.org>
- National Institute of Child Health and Human Development (NICHD)
<http://www.nichd.nih.gov>
- Texas Center for Learning Disabilities <http://www.texasldcenter.org>
- Texas Education Agency (TEA) <http://www.tea.state.tx.us/>
- The College Board <http://www.collegeboard.com>
- The Florida Center for Reading Research <http://www.fcrr.org>
- The National Reading Panel <http://www.nationalreadingpanel.org/>