EFFECTIVE STRATETEGIES

vocabulary, and comprehension... phonics and word recognition, spelling, fluency, phonological awareness and phonemic awareness, In addition to explicit and systematic instruction in

- Self-monitoring strategies
- Memory techniques to remember processes
- information organizing, time management and reviewing Explicitly teach and practice skills for

POSSIBLE ACCOMMODATIONS TO BE DETERMINED BY COMMITTEE

- Copies of notes (e.g., teacher or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- homework assignment without eliminating fewer items given on a classroom test or chunking assignments into manageable units, Reduced/shortened assignments (e.g.,
- Student planner to assist with assignments
- Alternative test location
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- **Audiobooks**
- Text to speech or speech to text
- Electronic spellers or dictionaries
- software programs Adaptive learning tools and features in

For further information on state assessments please

https://tea.texas.gov/student.assessment/special-

https://tea.texas.gov/accommodation



Contacts for Further Information

400 E. Spring Valley Road Richardson, TX 75083-1300 Tex as Dyslexia Hotlin e: 1(800) 232-3030 Region 10 Education Service Center www.region10.org/dyslexia/index State Dyslexia Consultant

Statewide English Language Arts/Reading Coordinator Texas Education Agency Division of Curriculum www.tea.state.tx.us /index2.aspx?id=4434 1701 N. Congress Avenue (512) 463-9581

http://www.tea.state.tx.us/regional_services/esc/ Texas Regional Education Service Centers Dyslexia contacts at the

District/Campus Dyslexia Contact:

If you need further assistance, please contact:

Director of Special Populations & Educational Diagnostician Email: hsmith@cnchs.net Phone: 281-398-8031 x114





http://www.interdys.org International Dyslexia Association

https://learningally.org/ Learning Ally

Bookshare

http://www.accessiblebooks4tx.org/

Talking Book Program

https://www.tsl.texas.gov/tbp/reading_disabilities

http://bxccrsc.org/ Texas College and Career Readiness Support Center

Partners Resource Network http://pmtexas.org



Dyslexia Program Awareness

Educators and Parents



What is dyslexia?

dyslexia? How do we assess and identify for

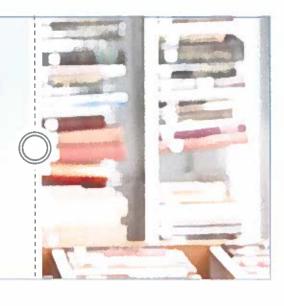
students with dyslexia? What are some effective strategies for

Who delivers intervention for students with dyslexia?

available for students with dyslexia? What are some accommodations

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

Who do I contact for information or



WHAT IS DYSLEXIA?

The current definition from the International Dyslexia Association states:

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

Referenced in 2018 Dyslexia Handbook

HOW IS DYSLEX IA ASSESSED AND IDENTIFIED?

According to TEC §38.003(a) all public-school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times".

A knowledgeable team of persons meets to discuss the data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data.

If a team suspects that a student has dyslexia, a related disorder, or another disability, the team must refer the student for a full individual initial evaluation (FIIE) under IDEA and all special education procedures must be followed.

Schools must recommend evaluation for dyslexia if the student demons trates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

When formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA.

Procedural safeguards under IDEA must be followed.

Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD Committee (including the parent).

For further information please refer to the Texas Dyslexia Handbook

The Dyslexia Handbook, 2021 Update https://tea.texas.gov/academics/dyslexia/

QUESTIONS FOR DETERMINING DYSLEXIA

- Do the data show the following characteristics of dyslexia?
- Difficulty with accurate and/or fluent word reading
- Poorspellingskills
- Poor decoding ability
- Do the edifficulties (typically) result from a deficit in the phonological component of language?
- 3. Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective class room instruction?

DIFFRENCES BETWEEN Rtl/504/IDEA

Response to Intervention: Is a tiered approach to providing services and interventions at increasing levels of intensity to students who struggle with learning.

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

IDEA: ensures that all chibiren with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.

WHO DELIVERS DYSLEXIA INTEVENTION?



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