EFFECTIVE STRATEGIES

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

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

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
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Contacts for Further Information

State Dyslexia Consultant Region 10 Education Service Center 400 E. Spring Valley Road Richardson, TX 75083-1300
Texas Dyslexia Hotline: 1(800) 232-3030
www.region10.org/dyslexia/index
Statewide English Language Arts/Reading Coordinator Texas Education Agency Division of Curriculum 1701 N. Congress Avenue (512) 463-9581
www.tea.state.tx.us /index2.aspx?id=4434
Dyslexia contacts at the Texas Regional Education Service Centers
http:www.tea.state.tx.us/regional_services/esc/
The Dyslexia Handbook, 2018 Update
https://tea.texas.gov/academics/dyslexia/

District/Campus Dyslexia Contact:

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Parent Resources:

International Dyslexia Association
http://www.interdys.org
Academic Language Therapy Association
http://www.altaread.org
Bookshare
http://www.accessiblebooks4tx.org/
Learning Ally
https://www.learningally.org/state-landingpages/texas/
Texas College and Career Readiness Support Center
http://txccrsc.org/

IDEA/504/RtI

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

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

IDEA: ensures that all children 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.

Dyslexia Program Awareness for Educators and Parents

What is dyslexia?
How do we assess and identify for dyslexia?
What are effective strategies for students with dyslexia?
Who delivers instruction for students with dyslexia?
What are accommodations available for students with dyslexia?
What is the difference between IDEA, Section 504, and RtI?
Who do I contact for information or concerns?

WHAT IS DYSLEXIA?

The current definition from the International Dyslexia Association states:

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

Referenced in 2018 Dyslexia Handbook

HOW IS DYSLEXIA ASSESSED FOR AND IDENTIFIED?

The law that applies to an individual student is determined by data and the student's individual needs.

If a team determines that the data lead to the suspicion of a disability and that special education services are necessary to provide specially designed instruction, the team must refer the student for an evaluation under IDEA. If a student is suspected of having a disability and the determination is made to evaluate through IDEA, all special education procedures must be followed.

If—based on the data—the team suspects that a student has dyslexia or a related disorder but does not believe that special education is necessary to meet the student's needs, the team must refer the student for an evaluation under Section 504.

All public-school students are required to be screened for dyslexia while in kindergarten and grade 1. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC §38.003(a)) .

Schools must recommend evaluation for dyslexia if the student demonstrates 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 or Section 504. Procedural safeguards under IDEA and Section 504 must be followed.   Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions should be made by the ARD committee or the Section 504 committee.

QUESTIONS FOR DETERMINING DYSLEXIA:

1. Do the data show the following characteristics of dyslexia?
    ◊ Difficulty with accurate and/or fluent word reading
    ◊ Poor spelling skills
    ◊ Poor decoding ability
2. Do these difficulties (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 classroom instruction?

WHO DELIVERS INSTRUCTION?

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