COMMON SIGNS OF DYSLEXIA

PRESCHOOL:
- MAY TALK LATER THAN MOST CHILDREN
- MAY HAVE DIFFICULTY WITH RHYMING
- MAY HAVE DIFFICULTY PRONOUNCING WORDS (I.E. BUSGETTI FOR SPAGHETTI)
- MAY HAVE POOR MEMORY FOR NURSERY RHYMES AND CHANTS
- MAY BE SLOW TO ADD NEW VOCABULARY WORDS
- MAY BE UNABLE TO RECALL THE RIGHT WORD (I.E., SAYS THAT "THINGY" FOR OBJECTS)
- MAY HAVE TROUBLE LEARNING NUMBERS, DAYS OF THE WEEK, COLORS, SHAPES, AND HOW TO SPELL AND WRITE HIS OR HER NAME

KINDERGARTEN THROUGH THIRD GRADE:
- FAILS TO UNDERSTAND THAT WORDS COME APART: (I.E., THAT SNOWMAN CAN BE PULLED APART SNOW AND MAN, AND LATER ON, THAT THE WORD MAN CAN BE BROKEN DOWN FURTHER AND SOUNDED OUT AS /M/ /A/ /N/
- HAS DIFFICULTY LEARNING THE LETTER NAMES AND THEIR CORRESPONDING SOUNDS
- HAS DIFFICULTY READING WORDS IN ISOLATION
- HAD DIFFICULTY SPELLING WORDS PHONETICALLY (THAT IS SPELLING WORDS BY SOUNDING OUT)
- READING MAY BE CHOPPY AND LABORED
- RELIES ON CONTEXT TO RECOGNIZE A WORD

FOURTH GRADE THROUGH HIGH SCHOOL:
- HAS A HISTORY OF READING AND SPELLING DIFFICULTIES
- AVOIDS READING ALOUD
- READS MOST MATERIALS SLOWLY; ORAL READING IS LABORED, NOT FLUENT
- AVOIDS READING FOR PLEASURE
- MAY HAVE AN INADEQUATE VOCABULARY
- HAS DIFFICULTY SPELLING; MAY RESORT TO USING LESS COMPLICATED WORDS IN WRITING THAT ARE EASIER TO SPELL

RESOURCES FOR DYSLEXIA

- **Texas Education Agency** 1.512.463.9581 https://tea.texas.gov/academics/dyslexia/
- **The Dyslexia Handbook**, 2021 Update https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders
- **Learning Ally** https://learningally.org/
- **Bookshare** https://www.bookshare.org/cms/
- **Talking Books** https://www.tsl.texas.gov/tbp/index.html
- **Understood** – What is Dyslexia https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia
- **International Dyslexia Association** https://dyslexiaida.org/
- **The Yale Center for Dyslexia & Creativity** http://dyslexia.yale.edu/
- **Texas Regional Education Service Centers** ESC Region 11 Dyslexia Department
- **Texas Dyslexia Helpline** 1-800-232-3030 https://www.region10.org/programs/dyslexia

EFFECTIVE STRATEGIES

- Decoding - reminders to decode unfamiliar words
- Organization - color coding, checklists, visual cues
- Time management
- Speech to text
- Audiobooks
- Oral Administration

Learning with DYSLEXIA

LIPAN ISD
211 N Kickapoo
Lipan, TX 76462
254-646-2266

Parent Information Brochure

DYSLEXIA DEFINED
DYSLEXIA SCREENING
WHEN TO ASSESS FOR DYSLEXIA
WHY DYSLEXIA INSTRUCTION IS NECESSARY
ASSISTIVE TECHNOLOGY
EFFECTIVE STRATEGIES
RESOURCES

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WHAT IS DYSLEXIA?

The International Dyslexia Association defines dyslexia as 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.

Texas Education Code (TEC) 38.003 defines dyslexia and related disorders in the following way:

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

"Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

DYSLEXIA SCREENING

Texas Education Code §38.003 requires all students in K & 1st, regardless of the student's primary language, to be screened for dyslexia and other related disorders. The screener addresses the following skills (1st grade has two additional skills):
phonological awareness, phonemic awareness, sound-symbol recognition, letter knowledge, decoding skills, spelling, listening comprehension.

WHEN TO ASSESS FOR DYSLEXIA

When to assess for Dyslexia: When data leads to suspicion of dyslexia or a related disorder, students may be assessed at any time. Determining if a student should be tested is determined by the referral team; progression through RtI cannot be used to delay a referral.

What to look for: When working with students who may be at risk for dyslexia, look for some or all of the following primary characteristics. Does the student have difficulty with: Oral language, reading words in isolation, accurately decoding unfamiliar words, spelling.

Older students and twice exceptional students may be challenging to identify due to their ability to compensate for reading deficits. These students read accurately but not fluently.

WHO TEACHES DYSLEXIA?

State Board of Education (SBOE) rules in 19 TAC §74.28 require that each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in SBOE rule and to the services of a teacher trained in dyslexia and related disorders.

WHY DYSLEXIA INSTRUCTION IS NECESSARY

Dyslexia is a language-based disability that requires specific intervention. 19 TAC §74.28(e) states that districts must purchase or develop an evidence-based reading programs for students with dyslexia and related disorders that incorporates the following critical, evidence-based components: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, reading fluency.

ACCOMMODATIONS

Decisions regarding accommodations are determined by the ARD/504 committee. Accommodations are based on the individual needs of the students, and when appropriate, student input is encouraged to determine what accommodations are beneficial and useful.

ASSISTIVE TECHNOLOGY

Technology tools vary upon the need of each student. Utilizing assistive technology enables dyslexic students to participate equally in learning experiences. For more information, see Technology Integration for Students with Dyslexia, www.region10.org/programs/dyslexia/techplan