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

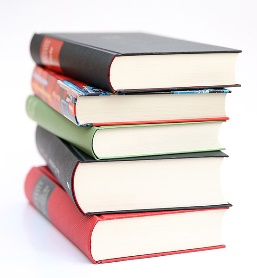
∙ Speech to text

∙ Electronic spellers

∙ Electronic dictionaries

∙ Formula charts

∙ Adaptive learning tools and features in software programs



Resources for State Testing Accommodations:

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

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](http://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, 2021**

<https://tea.texas.gov/academics/dyslexia/>

**District/Campus Dyslexia Contact:**

Hughes Springs ISD Curriculum and Special Programs Director 903-639-3810

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/

**Texas Talking Books Program**

http://texastalkingbooks.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

Icon

Description automatically generated

HUGHES SPRINGS

ISD

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 accommodations are

available for students with

dyslexia?

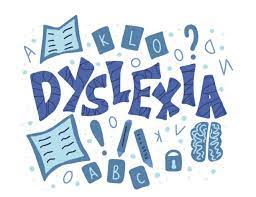
What is the difference

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 2021 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, 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.

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. Procedural safeguards under IDEA must be followed.

Formal evaluations would assess the academic skills and

cognitive processes related to dyslexia. Decisions should

be made by the ARD 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 the district has developed or purchased for use with students with dyslexia as well as in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods.