

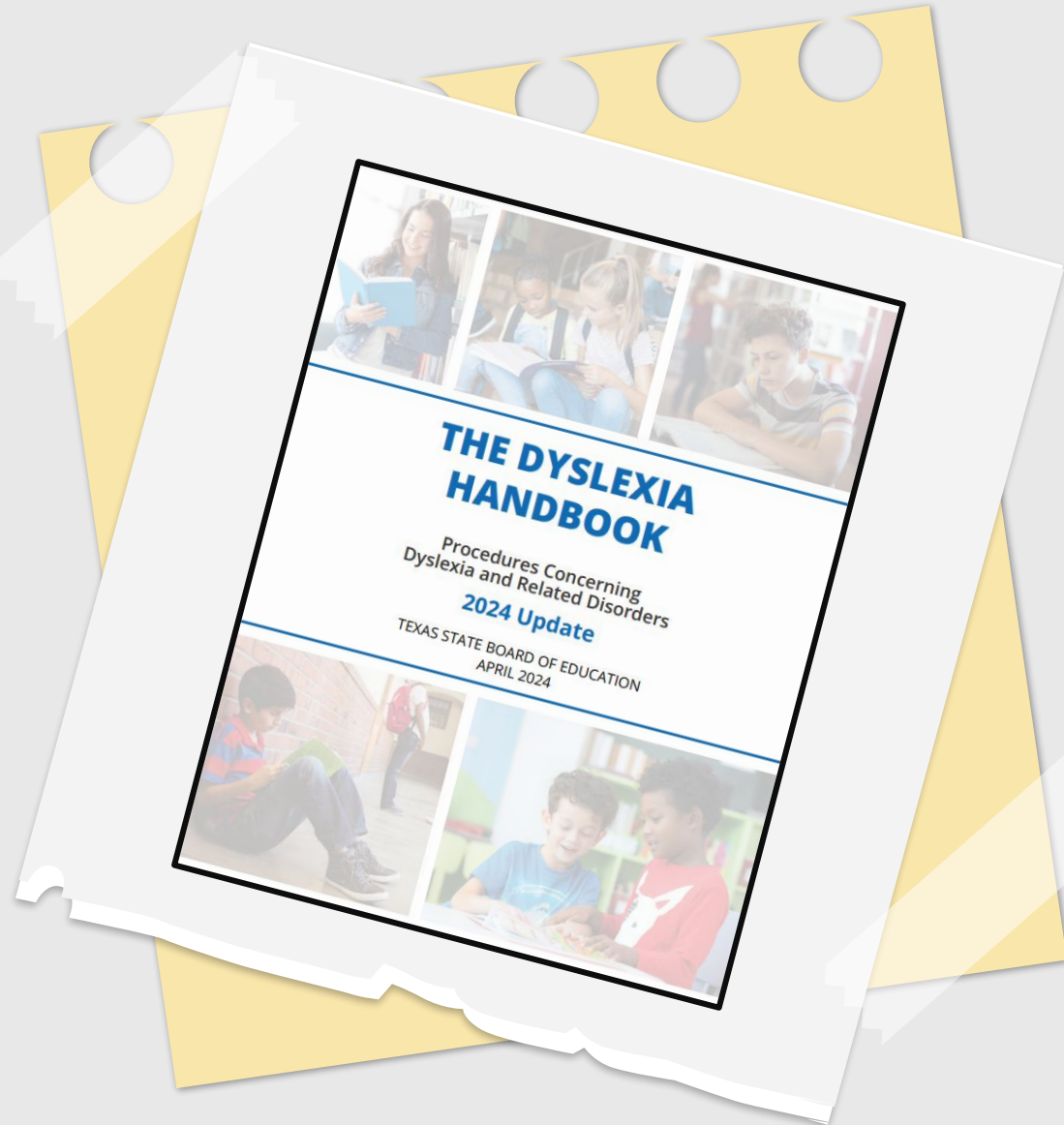


School Year
2024-2025



Parent
Education
Program

Dyslexia & Related Disorders



The Dyslexia Handbook

2024 Update

Definition of Dyslexia

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.

(International Dyslexia Association, 2002)

Dyslexia Basics

Definition:

A specific learning disability that is neurobiological in origin

Cause:

deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction

Occurrence:

#1 in 5 - up to 17% of students may have dyslexia. Students with mild severity may compensate well and never be identified or be identified later when the quantity of reading required increases.

Primary Characteristics of Dyslexia

Difficulty reading words in isolation

Difficulty accurately decoding unfamiliar words

Difficulty with oral reading fluency (slow, inaccurate, or labored without prosody)

Difficulty with spelling

Secondary Consequences of Dyslexia

Variable difficulty with aspects of reading comprehension

Variable difficulty with aspects of written language

Limited growth in vocabulary and background knowledge due to reduced reading experiences

Risk Factors

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Risk Factors

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Risk Factors

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

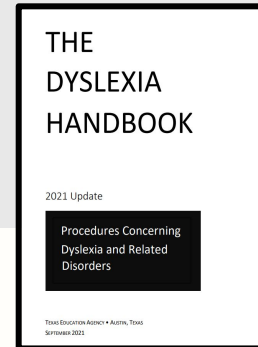
Definition of Dysgraphia

A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by **illegible and/or inefficient handwriting** due to difficulty with letter formation. This difficulty is the result of deficits in **graphomotor function** (hand movements used for writing) and/or **storing and retrieving orthographic codes** (letter forms) (Berninger, 2015). *Secondary consequences may include problems with spelling and written expression.* The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment

Primary Characteristics of Dysgraphia


- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure or inconsistent pressure, Hand or wrist fatigue
- Letter size (too large, too small)
- Slow writing and copying with legible or illegible handwriting
- Mixture of capital & lowercase letters within words
- Multiple spelling errors
- Frustration/writing avoidance
- Low volume of written output and/or other aspects of written expression

Causes of Dysgraphia



Difficulty you see

 **Handwriting**
Legibility
Automaticity

 **Orthographic Processing**
Storing and retrieving orthographic codes (letter forms)

Possible Causes

 **Graphomotor**
Hand movements used for writing

Assessment for Dyslexia and Related Disorders

The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA)

More information about the special education process can be found <https://tea.texas.gov/academics/special-student-populations/special-education/overview-of-special-education-for-parents.pdf>

Response to Intervention

In Texas and throughout the country, there is a focus on a Response to Intervention (RTI) or a Multi-Tiered System of Supports (MTSS) process as a vehicle for meeting the academic and behavioral needs of all students. State law requires the use of early reading assessments that are built on substantial evidence of best practices. Carefully chosen, these assessments can give crucial information about a student's learning and can provide a basis for the tiered intervention model. Through the tiered intervention process, schools can document students' learning difficulties, provide ongoing evaluation, and monitor reading achievement progress for students at risk for dyslexia or other reading difficulties.

FAQs: Dyslexia Evaluation, Identification, & Instruction

House Bill (HB) 3928



TEXAS LEGISLATURE
88th Legislative Session

Updated: Aug. 24, 2023

Dyslexia Evaluation, Identification, and Instruction – House Bill (HB) 3928

[HB 3928](#) prompts changes to the [Dyslexia Handbook, 2021 Update](#), adopted by the State Board of Education (SBOE), and the Questions and Answers document related to the handbook that is housed as [Appendix A](#). While the SBOE goes through the rule making process to make the necessary changes to the Handbook, TEA is providing this document to assist in the implementation of HB 3928, as the law is currently in effect.

TEA has modified [Appendix A](#) to retain only questions and answers that are likely unaffected by future Handbook changes and the bill. Once the SBOE revises the Dyslexia Handbook, Appendix A will be revised to incorporate both the guidance provided in this FAQ and the changes made by the SBOE.

Disclaimer: TEA is issuing this FAQ and interim guidance expeditiously for the field and parents/guardians to know current requirements and recommended best practices as close to the beginning of the 2023-2024 school year as possible. Note, however, that these questions and answers are subject to modification and revision as the field, TEA, and parents/guardians learn more about the bill's impacts and the upcoming decisions of the SBOE.

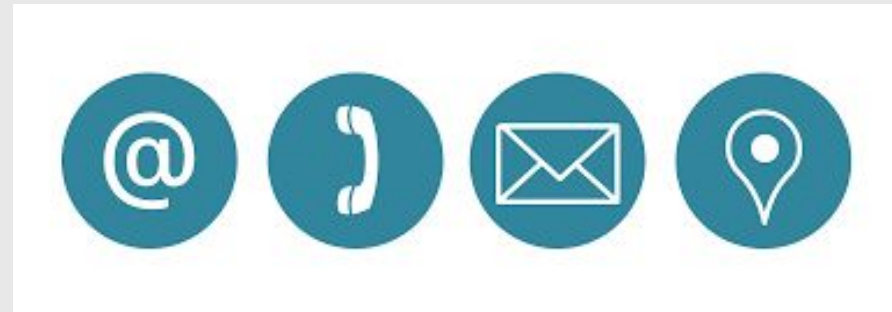
Visit the [TEA Dyslexia and Related Disorders website](#) for additional information.

House Bill
3928 made
significant
changes to
Dyslexia
evaluation,
identification
and
instruction

[HB 3928 FAQ English](#)

[HB 3928 FAQ Spanish](#)

Who should parents contact regarding an assessment for dyslexia or a related disorder?



Parents may ask for a meeting with the campus to discuss their concerns and/or to request a full individual evaluation for dyslexia or a related disorder at any time. This request can be made to their child's teacher, the principal, the Director of Special Education, the campus counselor, or the diagnostician. It can be in writing, in person, or over the phone.

Evaluation under IDEA

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Evaluation under IDEA

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

Evaluation under IDEA

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

Evaluation under IDEA

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Evaluation under IDEA

- Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.
- Additional information regarding special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.
- The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the Special Education Director at 432-353-4888.

Services Under IDEA

When your child's evaluation is completed, an Admission, Review and Dismissal (ARD) meeting will be scheduled to discuss the results of the evaluation and to discuss the next steps, which may include evidence-based dyslexia intervention or other services, individualized educational plan (IEP) goals and accommodations in the classroom and on the STAAR test.



Services Under Section 504

Some students currently receive classroom accommodations, state assessment accommodations and dyslexia intervention through Section 504 of the Rehabilitation Act. These student's services and accommodations will be reviewed at their annual 504 meeting.

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. HB 3928 has designated dyslexia intervention as specially designed instruction which is to be provided in a special education setting. Sands CISD will discuss impacts of these changes at annual 504 meetings for applicable students. More information can be found in the [HB 3928 FAQ](#).

Contact Person for Section 504

The designated person to contact regarding Section 504 services is the Special Education Director at 432-353-4888.



Dyslexia Intervention

Critical Evidenced Based Components

- phonological awareness
- sound-symbol association
- syllabication
- orthography
- morphology
- syntax
- reading comprehension
- reading fluency

Delivery of Dyslexia Intervention

- multisensory instruction
- systematic
- cumulative
- explicit
- diagnostic teaching to automaticity
- analytic and synthetic approaches

Effective Strategies for Teaching Students with Dyslexia and Related Disorders

- Provide colored strips or bookmarks to help focus on a line of text when reading.
- Hand out letter and number strips so the student can see how to write correctly.
- Allow the student to use a text reader like a Reading Pen or text-to-speech software.
- Use speech-to-text software to help with writing.
- Have on hand “hi-lo” books (books with high-interest topics for students reading below grade level).
- Provide extra time for reading and writing.
- Give the student multiple opportunities to read the same text.
- Use reading buddies during worktime (as appropriate).
- Partner up for studying — one student writes while the other speaks, or they share the writing.
- Pre-teach new concepts and vocabulary.
- Provide the student with typed notes or an outline of the lesson to help with taking notes.
- Provide advance organizers to help the student follow along during a lesson.
- Provide a glossary of content-related terms.
- Use visual or audio support to help the student understand written materials in the lecture.
- Give step-by-step directions and read written instructions out loud.
- Grade the student on the content that needs to be mastered, not on things like spelling or reading fluency.
- Allow understanding to be demonstrated in different ways, like oral reports, posters, and video presentations.
- Provide different ways to respond to test questions, like saying the answers or circling an answer instead of filling in the blank.
- Provide sentence starters that show how to begin a written response.
- Provide extended time for taking tests.
- Provide a quiet room for taking tests, if needed.
- Highlight key words and ideas on worksheets for the student to read first.
- Check in frequently to make sure the student understands and can repeat the directions.
- Show examples of correct and completed work to serve as a model.
- Provide a rubric that describes the elements of a successful assignment.
- Help the student break assignments into smaller steps.
- Give self-monitoring checklists and guiding questions for reading comprehension.
- Arrange worksheet problems from easiest to hardest.
- Simplify directions using key words for the most important ideas.

Instructional Accommodations and Modifications

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction.

- Minimizes impact of disability by providing equitable access to grade-level or course instruction in the general education classroom.
- Accommodations adapt how material is taught, while modifications change what is taught
- Not one size fits all; the impact of dyslexia on each individual student determines the necessary accommodation.
- Accommodations may:
 - Adapt delivery of instruction
 - Provide variation in the way a student communicates knowledge
 - Allow for changes to the environment

For more Information on Accommodations - [Region 10 Website](#) and [International Dyslexia Association](#)

State Assessment Accommodations

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment.

- **Accessibility Features** are procedures & materials that are allowed for any student who needs them.
 - *Small Group
 - *Read Aloud
 - *Blank Place Markers
 - *Use of various highlighters, colored pencils, etc.
 - *Use of tools to minimize distractions or help maintain focus
- **Designated Supports** are locally-approved supports who meet eligibility criteria.
 - *Oral Administration
 - *Calculation Aids (gr. 5-7)
 - *Content & Language Supports (online only)
 - *Extra Time
 - *Spelling Assistance
 - *Basic Transcribing
 - *Structured Reminders

For more information on Accommodations for State Assessment - [TEA Accommodation Resources](#)

Section 504

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure. HB 3928 has designated dyslexia intervention as specially designed instruction which is to be provided in a special education setting. Sands CISD will discuss impacts of these changes at annual 504 meetings for applicable students. More information can be found in the [HB 3928 FAQ](#).

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Talking Books



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

Senate Bill (SB) 2075 requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge and includes over 100,000 titles, hundreds of which are in Spanish.

Take Flight

Sands CISD uses Take Flight for dyslexia intervention. More information about the program can be found [here](#). Providers of dyslexia intervention are specially trained in evidence-based dyslexia intervention.

Meet Mrs. Fowler

Mrs. Soto is the Sands CISD Provider of Dyslexia Instruction. She is an experienced educator, is certified in several areas, including Special Education, and has been trained in the Take Flight program. We are excited to have her as part of our Mustang family.

You can contact her at cfowler@sandscisd.net or at 432-353-4888.

Dyslexia Contacts

Caitlyn Fowler, Dyslexia Specialist, Sands
CISD
cfowler@sandscisd.net
432-353-4888

Cynthia Dobbs, Region 17 ESC
Education Specialist
cdobbs@esc17.net
806-281-5840

Kari Reese, Director of Special Education, Sands
CISD
kreese@sandscisd.net
432-353-4888

Division of Special Education
Programs

specialeducation@tea.texas.gov

(512) 463-9414

Michelle Reeves M.Ed., LDT, CALT
State Dyslexia Coordinator

Dawn.Reeves@tea.texas.gov

State Dyslexia

Helpline

1-800-232-3030



RESOURCES

Sands CISD Special Education Information




Page

English

-  [Dyslexia](#)
-  [Individuals with Disabilities Education Act \(IDEA\)](#)
-  [Delayed or Denied Evaluations and Compensatory Services](#)

-  [Multi-Tiered Systems of Support](#)
-  [Section 504](#)

Spanish

-  [Dislexia](#)
-  [Ley de Educación para Personas con Discapacidad](#)
-  [Evaluaciones Retrasadas o Denegadas & Servicios Compensatorios](#)

-  [Sistemas de Soporte Multi-Niveles](#)
-  [Artículo 504](#)

TEA Resources
on Special Education
in Texas

More information on parent's rights can be found below.

<https://www.spedtex.org/resources/notice-procedural-safeguards>

<https://www.spedtex.org/resources/parents-guide-ard-process>

<https://tea.texas.gov/academics/special-student-populations/special-education/overview-of-special-education-for-parents.pdf>

<https://tea.texas.gov/academics/special-student-populations/special-education/idea-rights-overview-form-spanish.pdf>

<https://tea.texas.gov/academics/special-student-populations/special-education/overview-of-special-education-for-parents.pdf>

