

## 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.
- 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
- Charts
- Adaptive learning tools and features in software programs

For further information on state assessments and accommodations please visit

<https://tea.texas.gov/student-assessment>

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



## Contacts for Further Information

### Dyslexia Related Disorders Webpage

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

**Dyslexia Helpline**  
**1-800-232-3030**

### Kermit ISD Dyslexia Contact

**Angela Florez**  
432-586-1060  
[aflorez@kermitisd.org](mailto:aflorez@kermitisd.org)



### International Dyslexia Association

<http://www.interdys.org>

### Talking Book Program

<https://www.tsl.texas.gov/tbp/index.html>

**Dyslexia Handbook** <chrome-extension://efaidnbmninnibpcapjpcgclefindmkaj/https://tea.texas.gov/academics/special-student-populations/texas-dyslexia-handbook-2021.pdf>

# Dyslexia Program Awareness for Parents



What is dyslexia?

How do we assess and identify for dyslexia?

What are some effective strategies for students with dyslexia?

Who delivers intervention for students with dyslexia?

What are some accommodations available for students with dyslexia?

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

Who do I contact for information or concerns?



## HOW IS DYSLEXIA ASSESSED 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 and all special education procedures must be followed.

According to TEC §38.003, 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".

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. Full FIIE will be conducted within 45 school days. The ARD committee will hold a meeting within 30 school days. A student who is found not eligible under the IDEA, but who is identified with the condition of dyslexia through the FIIE process should not be referred for a second evaluation under Section 504. Instead, the Section 504 committee will use the FIIE and develop an appropriate plan for the student without delay.

For further information please refer to the Texas Dyslexia Handbook.

### The Dyslexia Handbook, 2021 Update

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

## QUESTIONS FOR DETERMINING DYSLEXIA

1. Does 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?

## DIFFERENCES BETWEEN RtI/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 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.

## WHO DELIVERS DYSLEXIA INSTRUCTION?



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

## WHAT IS DYSLEXIA?

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 conventional instruction, adequate intelligence, and sociocultural opportunity.

Dyslexia Handbook 2021