

Your campus PDI Teacher and Campus Principal may be able to answer many of your questions.

Dyslexia and Related Disorders at the Texas Education Agency
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

The Dyslexia Handbook-2021 Update – Procedures Concerning Dyslexia and Related Disorders <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

The Texas State Library and Archives Commission provides students with a the ability to borrow audio books free of charge. For more information, please log on to <https://www.tsl.texas.gov/tbp/index.html> or www.texastalkingbooks.org or call 1-800-252-9605.

PARENT RESOURCES

International Dyslexia Association
www.dyslexiaida.org

Understood for Learning and Attention Issues
www.understood.org

LD on Line
www.ldonline.org/parents

Texas Center for Learning Disabilities
www.texasidcenter.org

Learning Ally-Together It's Possible
www.learningally.org

Learning Works for Kids
<https://learningworksforkids.com>

The Florida Center of Reading Research
<http://www.fcrr.org>

Foundation Reading Lesson
[Sethttps://spedsupport.tea.texas.gov/resource-library/foundational-reading-lesson-set](https://spedsupport.tea.texas.gov/resource-library/foundational-reading-lesson-set)



Rio Hondo
Independent School District

DYSLEXIA SPECIALIZED INSTRUCTION SERVICES



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WHAT IS DYSLEXIA?

The current definition from the International Dyslexia Association states: Dyslexia is a specific learning disability that is neurological 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 The Dyslexia Handbook 2021 Update



What is the Dyslexia Specialized Instruction?

A Dyslexia Specialized Instruction is:

- ❖ A general classroom providing service for students at all grade levels experiencing dyslexia and related reading difficulties.
- ❖ Staffed by a certified teacher. Teachers are trained and implement researched based reading intervention programs.
- ❖ Able to deliver intense, multi-sensory lessons in one-to-one and small group sessions based on individual needs
- ❖ Specialized teachers assess students with pre- and post- tests to progress monitor.
- ❖ PDI (Providers of Dyslexia Instruction) Teachers collaborate with other teachers and administrators in providing accommodations for students with dyslexia

COMMON RISK FACTORS ASSOCIATED WITH DYSLEXIA

Preschool

- ❖ Delay in learning to talk
- ❖ Difficulty with rhyming
- ❖ Difficulty pronouncing words (e.g. “pusgetti” for “spaghetti”)
- ❖ 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

Kindergarten and First Grade

- ❖ Difficulty breaking words into smaller parts, or syllables
- ❖ Difficulty identifying and manipulating sounds in syllables
- ❖ 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”)

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
- ❖ Difficulty reading fluently
- ❖ 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 easier to spell than more appropriate words
- ❖ Reliance on listening rather than reading for comprehension

Middle School and High School Many of the previously described behaviors remain problematic along with the following:

- ❖ Difficulty with the volume or 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

