

### EFFECTIVE STRATEGIES:

Intervention that provides evidence-based, multisensory, systematic, and explicit instruction in phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

### 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 & features in software programs

### State of Texas Assessments of Academic Readiness (STAAR) Designated Supports

Students with Dyslexia or related disorders may be eligible for Extra time (Same Day) and Oral / Signed Administration Designated Supports. They may use this designated support if they routinely and effectively use this support during classroom instruction and classroom testing. Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate.

### FURTHER INFORMATION

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

The Texas State Library and Archives Commission provides students with reading disability the ability to borrow audio books free of charge.

<https://www.tsl.texas.gov/tbp/index.htm> | or [www.texastalkingbooks.org](http://www.texastalkingbooks.org)

### CONTACTS:

Dyslexia Contact at Region One Education Service Center: Dyslexia Specialist  
Roel Garza (956) 984-6182

[rogarza@esc1.net](mailto:rogarza@esc1.net)

Rio Hondo ISD Special Services  
Special Education Director  
Veronica Puente (956) 748-1010

[veronica.puente@rhisd.net](mailto:veronica.puente@rhisd.net)

RH Department of Curriculum and Instruction  
Executive Director of Academics  
Annette Jaramillo (956) 748-1006  
[annette.jaramillo@rhisd.net](mailto:annette.jaramillo@rhisd.net)

### PARENT RESOURCES

International Dyslexia Association  
[www.dyslexiaida.org](http://www.dyslexiaida.org)

Understood for Learning and Attention Issues  
[www.understood.org](http://www.understood.org)

LD on Line  
[www.ldonline.org/parents](http://www.ldonline.org/parents)

Texas Center for Learning Disabilities  
[www.texasidcenter.org](http://www.texasidcenter.org)

Learning Ally-Together It's Possible  
[www.learningally.org](http://www.learningally.org)

Learning Works for Kids  
<https://learningworksforkids.com>  
The Florida Center of Reading Research  
<http://www.fcrr.org>

Foundation Reading Lesson  
<https://spedsupport.tea.texas.gov/resource-library/foundational-reading-lesson-set>

Talking Book Program (TBP)  
<https://www.tsl.texas.gov/tbp/index.html>



**Rio Hondo**  
Independent School District

## Dyslexia Section 504 / IDEA Program Awareness for Educators and Parents



- ❖ What is dyslexia?
- ❖ How do we assess and identify 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 MTSS?
- ❖ Who do I contact for information or concerns?

### WHAT IS THE DEFINITION OF DYSLEXIA?

The current definition from the International Dyslexia Association states: Dyslexia is a specific learning disability that is neurobiological in origin. Dyslexia 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. This may lead to problems in reading comprehension and impede growth of vocabulary and background knowledge.

Referenced in The Dyslexia Handbook 2021 Update

### The following are primary reading/ spelling characteristics of dyslexia:

- ❖ Difficulty reading words in isolation
- ❖ Difficulty accurately decoding unfamiliar words
- ❖ Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- ❖ Difficulty with spelling or a family history of similar difficulties

Note: Individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

### The reading/ spelling characteristics are most often associated with the following:

- ❖ Segmenting, blending, and manipulating sounds in words (phonemic awareness) or Learning the names of letters and their associated sounds
- ❖ Holding information about sounds and words in memory (phonological memory)
- ❖ Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

### Consequences of dyslexia may include the following:

- ❖ Variable difficulty with aspects of reading comprehension
- ❖ Variable difficulty with aspects of written language
- ❖ Limited vocabulary growth due to reduced reading experiences

Referenced in The Dyslexia Handbook 2021 Update

### EVALUATION REQUESTS

Parents/guardians always have the right to request a referral for a dyslexia evaluation at any time. Once a parent request for dyslexia evaluation has been made, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability.

If the team determines that the data does not give the members reason to suspect that a student has dyslexia, a related disorder, or other disability, the team may decide to provide the student with additional support in the classroom or through the RTI/MTSS process. The student should continue to receive grade level, evidence-based core reading instruction. (Tier 1) and any other appropriate tiered interventions. However, the student is not referred for an evaluation at this time.

### HOW IS DYSLEXIA ASSESSED AND IDENTIFIED?

If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a Full Individual and Initial evaluation (FIIE). The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.

According to TEC §38.003(a) 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. Formal evaluations assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD committee.

### THE IDENTIFICATION IS MADE BY AN APPROPRIATE COMMITTEE

#### Academic Skills Assessed

- ❖ Letter Knowledge
- ❖ Reading Words in Isolation
- ❖ Decoding unfamiliar words accurately
- ❖ Reading Fluency
- ❖ Reading Comprehension
- ❖ Spelling

#### Cognitive Process Skills

- ❖ Phonological/Phonemic Awareness
- ❖ Rapid Naming of Symbols or Objects

#### 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 DYSLEXIA INTERVENTION?

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

#### DIFFERENCES BETWEEN MTSS/504/IDEA

- ❖ **Multi-Tiered System of Supports:** 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.

For further information please refer to The Dyslexia Handbook, 2021  
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

The Dyslexia Handbook 2021 Update: Important Changes to Families to Understand  
[https://tea.texas.gov/sites/default/files/2021\\_dyslexia\\_handbook\\_important\\_changes\\_for\\_families.pdf](https://tea.texas.gov/sites/default/files/2021_dyslexia_handbook_important_changes_for_families.pdf)

