

DYSLEXIA IN TEXAS PUBLIC AND CHARTER SCHOOLS

WHAT? WHO? HOW?

Prepared in Fulfillment of §74.28(k)

A Parent Education Program

WHAT IS READING?

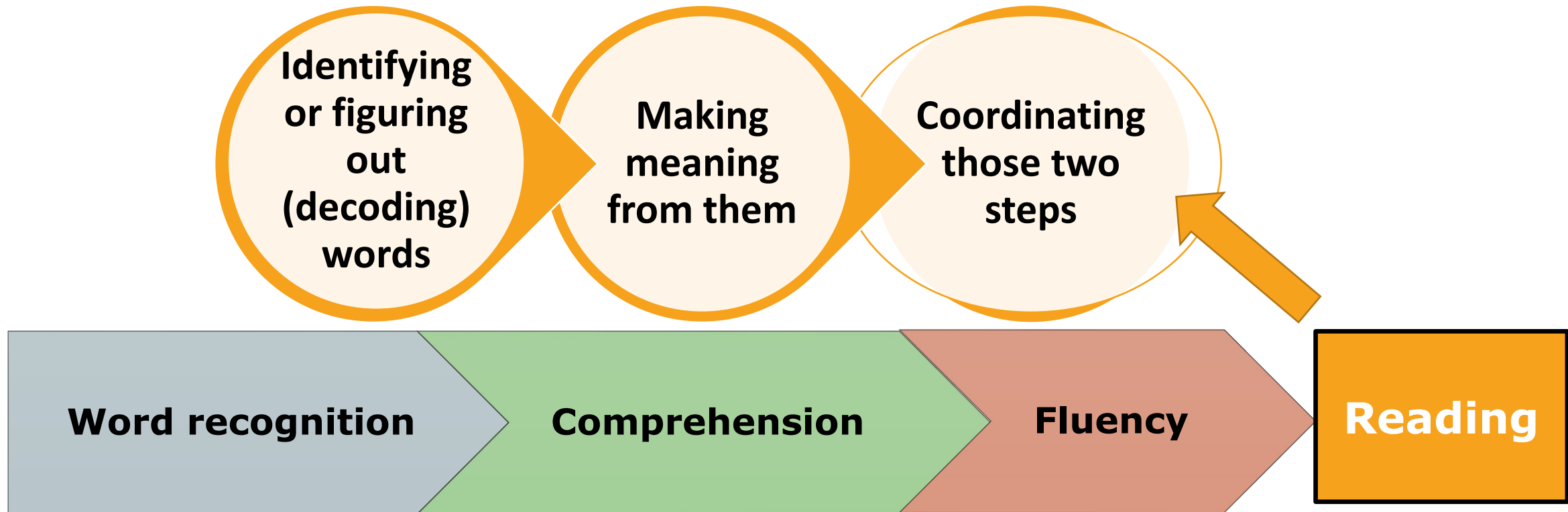
```
graph TD; A[WHAT IS READING?] --> B[An acquired skill, not a natural development]; A --> C[A gradual process that starts in infancy];
```

An acquired skill,
not a natural
development

A gradual process
that starts in
infancy

WHAT IS READING?

A complex process of making meaning from print



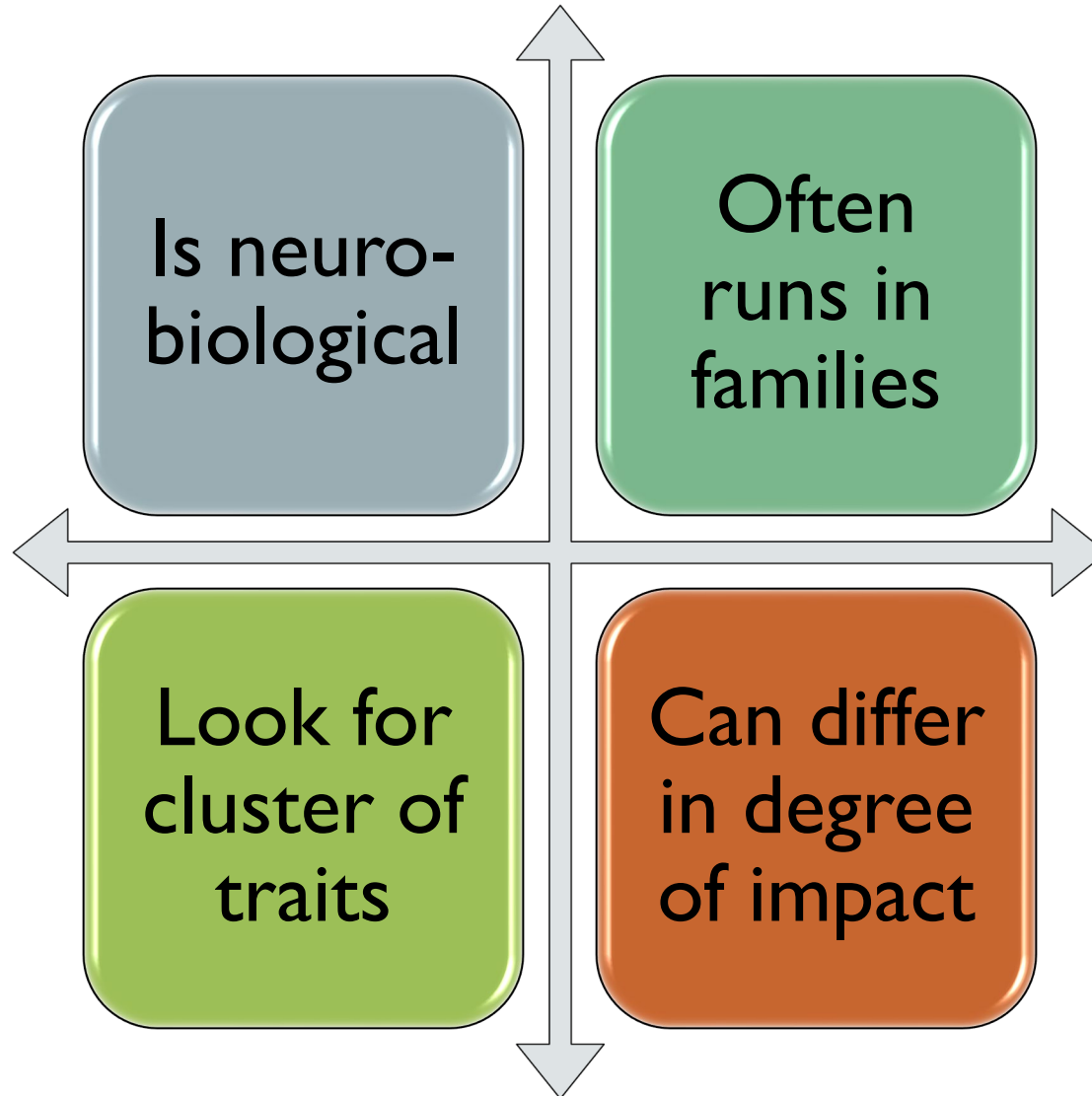


Region 17 ESC

WHAT IS DYSLEXIA?



WHAT ELSE?



COMMON RISK FACTORS ASSOCIATED WITH DYSLEXIA

Note: Exhibited reading behaviors may change with age and grade.

Difficulty with oral language

- Delay in learning to talk
- Persistent “baby” talk
- Difficulty with rhyming
- Trouble pronouncing words or recalling the right word when speaking
- Problems with learning the alphabet, letter names, and corresponding sounds
- Issues with identifying and manipulating individual sounds in words

Difficulty with reading

- Guessing at words or relying on pictures
- Trouble with recognizing common sight words
- Struggles with recalling the correct sounds for letters and letter patterns
- Fluency difficulty [reading may be slow, inaccurate, and/or without expression]
- Difficulty applying phonics to figure out unfamiliar words

OTHER COMMON RISK FACTORS

Difficulty with spelling

- Trouble remembering the sounds that letters or letter patterns represent
- May omit letters in words [*“after”* spelled *“eftr”*]
- May do well on weekly spelling tests but then makes many spelling errors in daily work
- Consistently misspells common irregular words [*they, could, said*]
- Finds homophones confusing [*their, there, they’re*]
- May reverse, transpose, or rotate letters

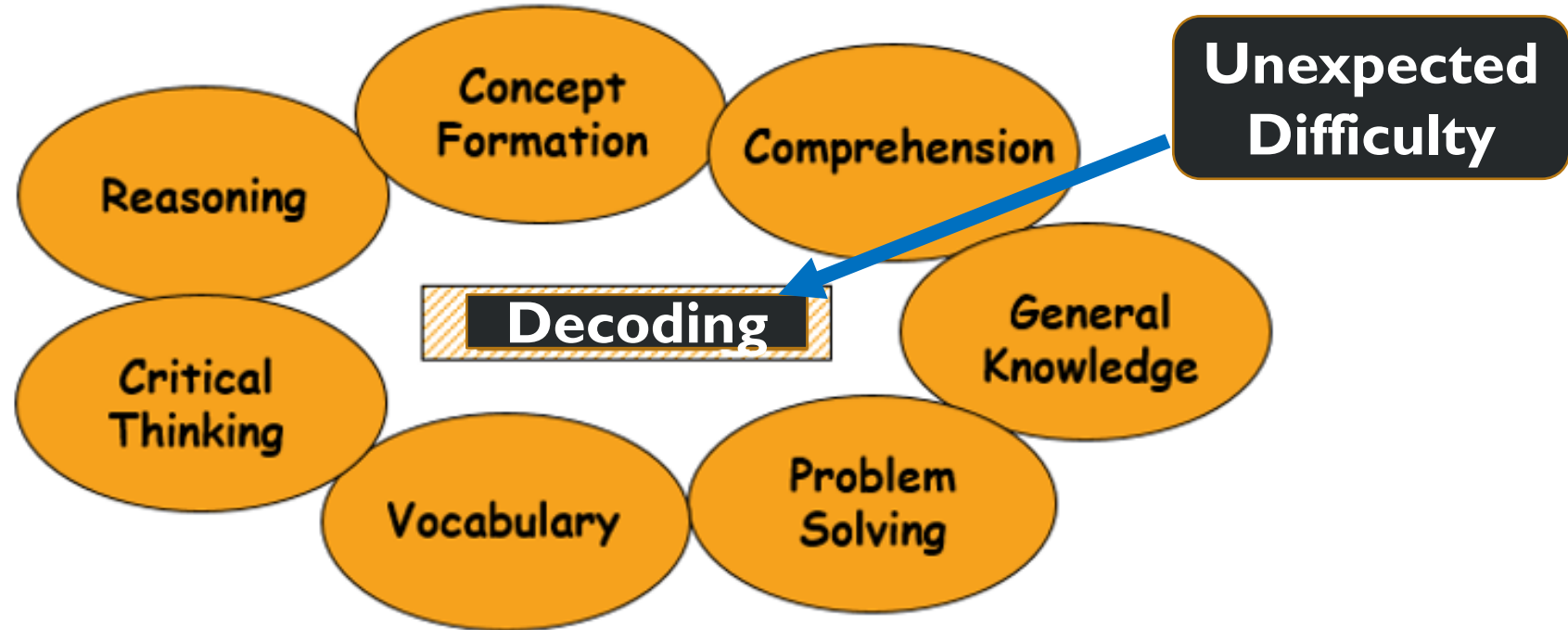
Difficulty with writing

- Substitutes less-sophisticated words for those that may be harder to spell [*“big”* instead of *“enormous”*]
- Has problems with completing written assignments, especially longer ones
- May have good ideas but struggles to write them in an organized way
- Makes errors copying from the board or book
- Displays poor or illegible handwriting [sometimes to the point of not being able to reread own writing]

WHAT ELSE? MIGHT ALSO SEE...

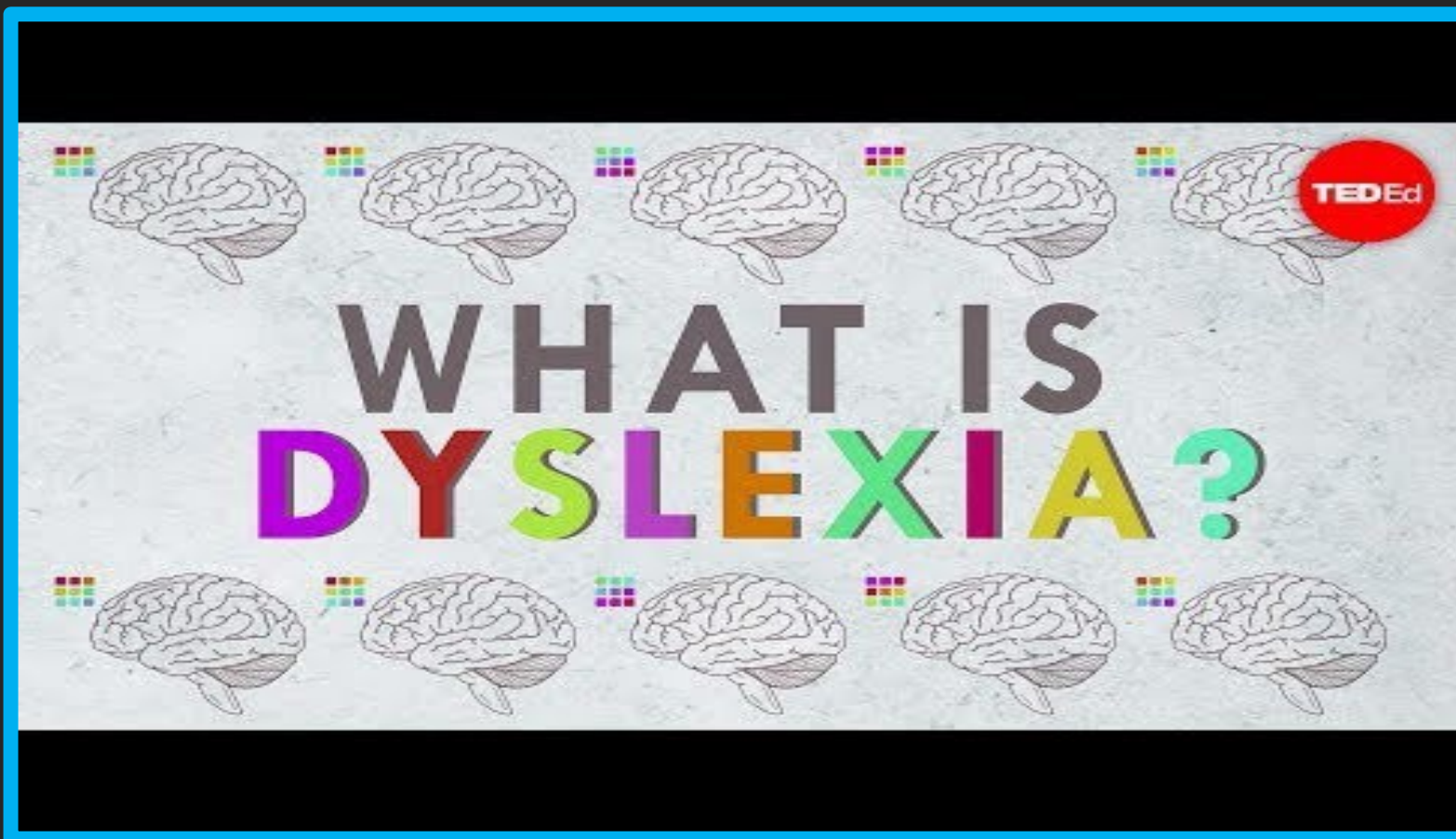
- Tendency to avoid reading (particularly for pleasure)
- Resistance to reading aloud
- Reliance on listening rather than reading for comprehension
- Frustration with amount of time required and energy expended for reading
- Difficulty with volume of reading and written work
- Trouble with notetaking
- Oral answers often better than written responses
- Struggle to finish tests on time
- Deflated self-esteem that can seem to be lack of motivation

ARE THERE ANY POSITIVES? Yes!



Sea of Strengths Model of Dyslexia

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.



WHERE CAN I LEARN MORE?

THE DYSLEXIA HANDBOOK

2018 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
NOVEMBER 2018

Region 17 ESC

Parent Resources

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

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>

<https://dyslexiaida.org/>

<http://dyslexia.yale.edu/>

Also...

<https://www.bookshare.org/cms/>

<https://learningally.org/>

www.texasalkingbooks.org

COMPONENTS OF DYSLEXIA INSTRUCTION

The “What”

1. **Phonological awareness** – Skill that includes identifying and manipulating units of oral language
2. **Sound-symbol association** – Knowledge of how various speech sounds link with letters and letter combinations (usually taught with an explicit phonics approach)
3. **Syllabication** – Knowledge of the six basic syllable types in English and syllable division rules
4. **Orthography** – Understanding of the written spelling patterns and rules of English
5. **Morphology** – Study of the structure and form of words in a language, including prefixes, suffixes, inflectional endings [like adding <s> to book to make it plural]
6. **Syntax** – Study of the rules and patterns when writing grammatical sentences and phrases
7. **Reading comprehension** – Understanding and interpreting what is read
8. **Reading fluency** – Ability to read with appropriate rate, accuracy, and proper expression

DELIVERY OF DYSLEXIA INSTRUCTION

The “How”

- ❑ **Simultaneous and multisensory:** Incorporates the use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) at the same time
- ❑ **Systematic and cumulative:** Has a planned sequence of instruction that builds on itself
- ❑ **Explicit instruction:** Focuses on clear explanations and modeling of key skills
- ❑ **Diagnostic teaching to automaticity:** Individualizes teaching for automaticity
- ❑ **Synthetic instruction:** Teaches how to blend sounds to create words
- ❑ **Analytic instruction:** Instructs how to break words down into component parts

Instructional Approaches

Take Flight

- Multisensory
- Process-Oriented
- Systematic, Sequential & Cumulative
- Meaning-Based



**Shared Responsibilities
Among
Parents, Students,
and Therapist
Increase Student
Success**

Parent Support Role

Complete homework assignments
together

- Handwriting
- RAP
- Instant words



PROVIDERS OF DYSLEXIA INSTRUCTION

The “Who”

Those providing dyslexia intervention for students are not required to hold a specific license or certification.

However, they must at a minimum have additional documented training in dyslexia and related disorders as well as in the intervention curriculum being used.

THOUGHTS ON ACCOMMODATIONS

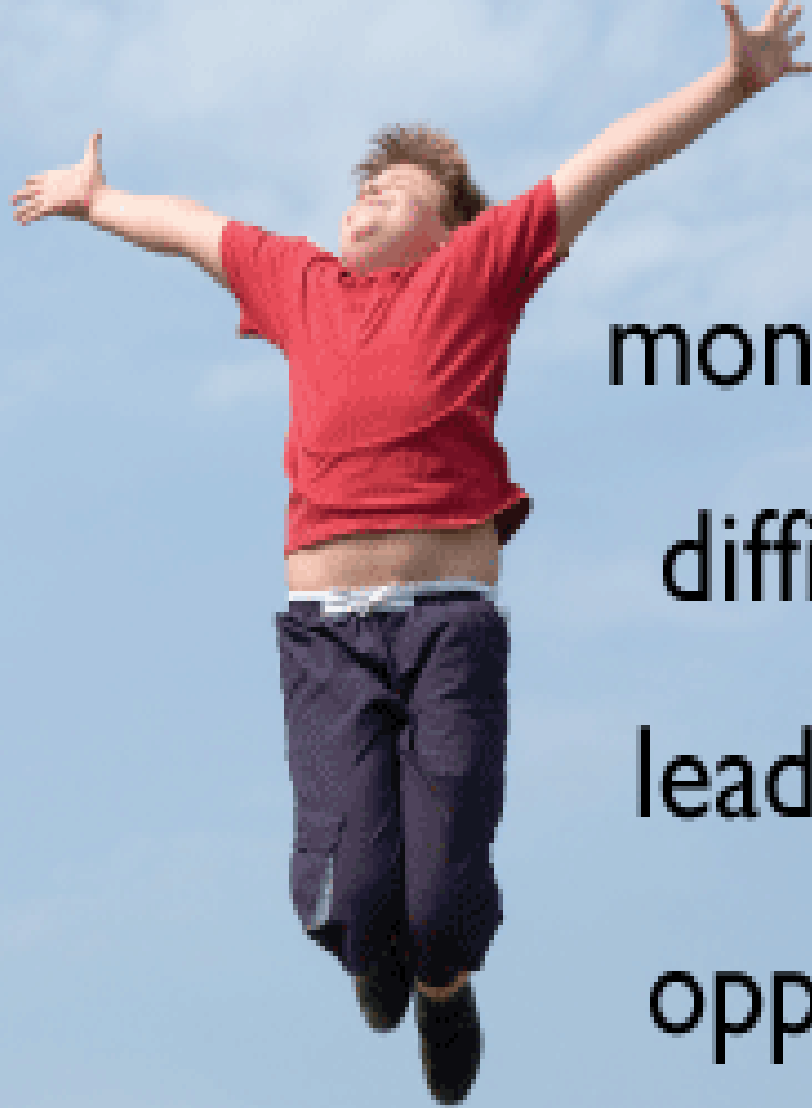
Individualized

- The impact of dyslexia will vary with each student, so there is no one-size-fits-all approach.
- While the ARD or Section 504 committee will determine accommodations, **students should be involved in their selection.**

Examples

- ❖ Note-taking assistance
- ❖ Alternative test location to reduce distractions
- ❖ Word banks
- ❖ Audiobooks
- ❖ Formula charts
- ❖ Adaptive learning tools and features in software programs

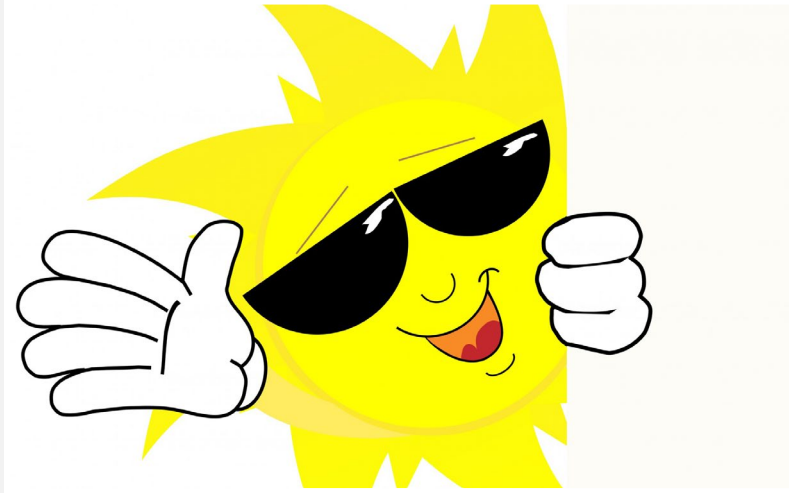
Instruction is the first priority; not all classroom accommodations are allowed during a state assessment.



Since dyslexics spend nine months out of the year grappling with difficult school tasks that frequently lead to despair, summer is a relished opportunity to refuel and recharge.



THE YALE CENTER FOR
DYSLEXIA & CREATIVITY



JUST A FEW IDEAS

- ❖ Sidewalk chalk
- ❖ Paint with water on the brick or concrete
- ❖ Reading forts (or tents with blankets)
- ❖ Flashlight reading
- ❖ Puppets – for retelling stories or creating new stories
- ❖ Cloud watching
- ❖ “Caught reading” treats
- ❖ Recipes



Resources

- <https://www.dyslexicadvantage.org/what-should-we-do-this-summer/>
- <https://www.readingrockets.org/article/strategies-summer-reading-children-dyslexia>
- <https://www.ldonline.org/ld-topics/working-families/strategies-summer-reading-children-dyslexia>
- <https://focusandread.com/tips-to-encourage-summer-reading-for-dyslexic-kids-and-others/>
- <https://www.pinterest.com/growi ngbbb/summer-reading-ideas/>

CONTACT INFORMATION

Smyer ISD

- Lori McCullough
- lorimccullough@smyerisd.net
- 806-234-2935, ext. 1019

RI7 ESC

- Cynthia Hobbs
- chobbs@esc17.net
- 806-281-5840

Toll-free Dyslexia Hotline
1-800-232-3030