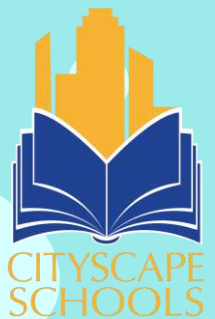




Dyslexia and Related Disorders

For Parents and Guardians



Presenter



Bilingual Reading Specialist



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Puerto Rico



Dallas, TX



Passionate
Educator

**Dyslexia
Interventionist**
2022 - 2023



**Classroom
Experience**

Second & Third
grade - All Subjects

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021

2021 Update

[TEA: Dyslexia and Related Disorders
Webpage](#)

[The Dyslexia Handbook-2021 Update](#)

[Appendix A Dyslexia Handbook FAQ](#)





WHAT IS

Dyslexia?

Texas Education Code (TEC) §38.003 defines dyslexia 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.”

(The Dyslexia Handbook, 2021 Update, 1)

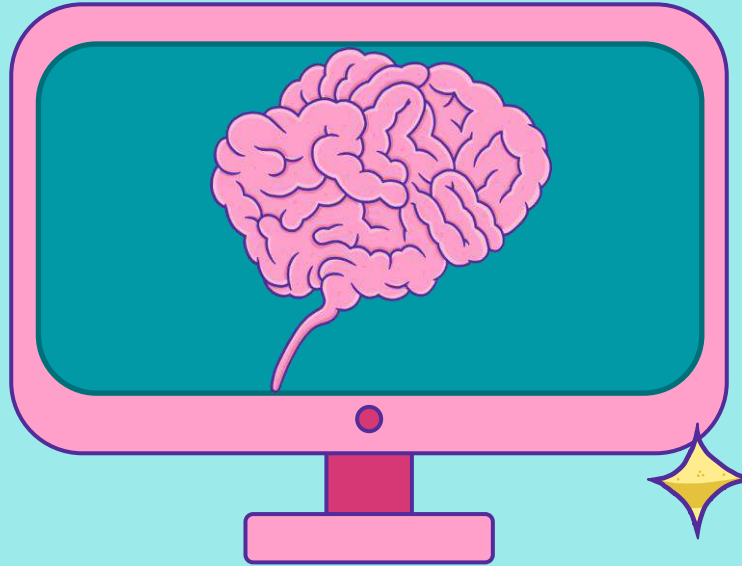
The International Dyslexia Association (IDA) defines “dyslexia” in the following way:

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.

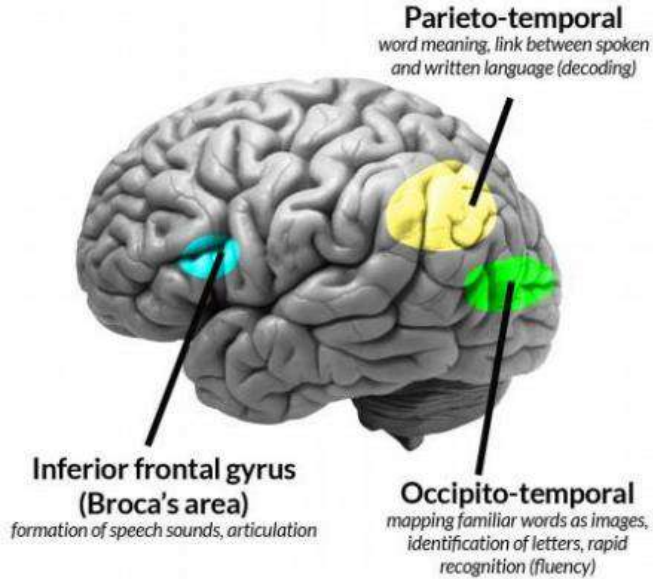
Adopted by the International Dyslexia Association Board of Directors, November 12, 2002
(The Dyslexia Handbook, 2021, 1)



With functional MRIs, scientists can see dyslexia in the brain: underactivation of a reading area at the back and inappropriate activation in the right hemisphere.



Effective Readers



Person with Dyslexia

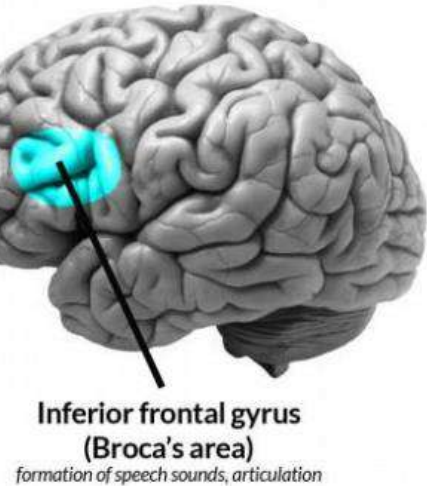


Image adapted from Shaywitz, *Overcoming Dyslexia*

Source: [Reading Horizons](#)

SREB

Primary Characteristics of Dyslexia



Difficulty with oral reading fluency



Difficulty with spelling



Difficulty reading words in isolation



Difficulty with accurately decoding unfamiliar words

Secondary Consequences of Dyslexia



Difficulty with
aspects of
reading
comprehension



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



Difficulty with
aspects of
written language



RISK FACTORS

According to the
Dyslexia Handbook

Common Risk Factors Associated with Dyslexia

Family history
with dyslexia
may be present

Risk factors
typically
persist over
time and
interfere with
learning

Individuals
present
unexpected
behaviors for
their age,
educational
level, or
cognitive
abilities



POSSIBLE SIGNS OF

Dyslexia

Hearing and Speech

- Began speaking at a late age
- Easily distracted by background noise
- Transposes phrases, words, and syllables

Mathematics

- Difficulty learning to tell time
- Understanding the concepts of money
- Misunderstanding of word problems
- Typically counts using fingers or visual representation of number
- Possibly reverses and misunderstands numbers that look alike

Memory & Recall

- Better long-term memory than short-term
- Trouble processing auditory information
- Difficulty sequencing and planning
- Needs instructions rephrased and repeated

Reading, Spelling, & Writing

- Trouble learning the “rules” of language
- Difficulty memorizing sight words
- Frequent headaches and/or dizziness while reading
- Reports seeing letters or words “move”
- Reading and spelling errors:
 - Letter reversals – *d* for *b*
 - Word reversals – *top* for *pot*
 - Inversions – *u* and *n*
 - Transpositions – *felt* and *left*
 - Substitutions – *plane* and *helicopter*
- Reads with little comprehension or in-depth understanding
- Learning to read or write their name
- Difficulty manipulating language (rhyming, blending, segmenting, etc.)
- Strong oral comprehension
- Reduced self esteem
- Avoidance of activities related to reading or writing



WHAT IS

Dysgraphia?

Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills-finding, retrieving, and producing letters, which is a subword-level language skills. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott,2015

“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.”

(The Dyslexia Handbook, 2021 Update, 60)

Dysgraphia: Problem and Causes

Handwriting

Difficult to understand what is written (not legible)



Orthographic Processing

Different way of storing and retrieving orthographic codes (letter forms)



Graphomotor

Different movements used for writing

Primary Characteristics of Dysgraphia



Variably shaped and poorly formed letters with poor/odd spacing between letters and words



Excessive erasures/cross-outs and heavy pressure and hand fatigue with awkward pencil grip



Letter and number reversals beyond early stages of writing



Slow writing and copying with legible or illegible handwriting

Secondary Consequences of Dysgraphia



Difficulty with unedited written spelling



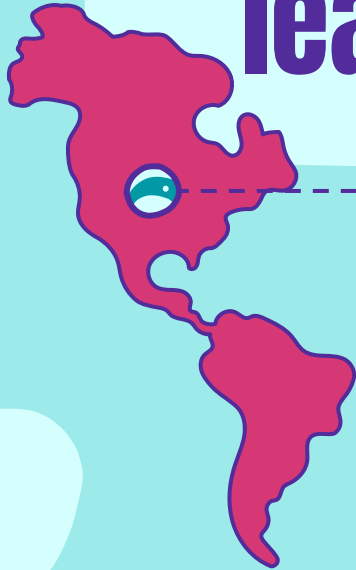
Low volume of written output as well as problems with other aspects of written expression



Weaknesses using visual processing to coordinate hand movement and organize the use of space



Dyslexia is
**the most common
learning disability.**



10%

approximately 1 in 10
school children have
dyslexia



ASSESSMENT FOR

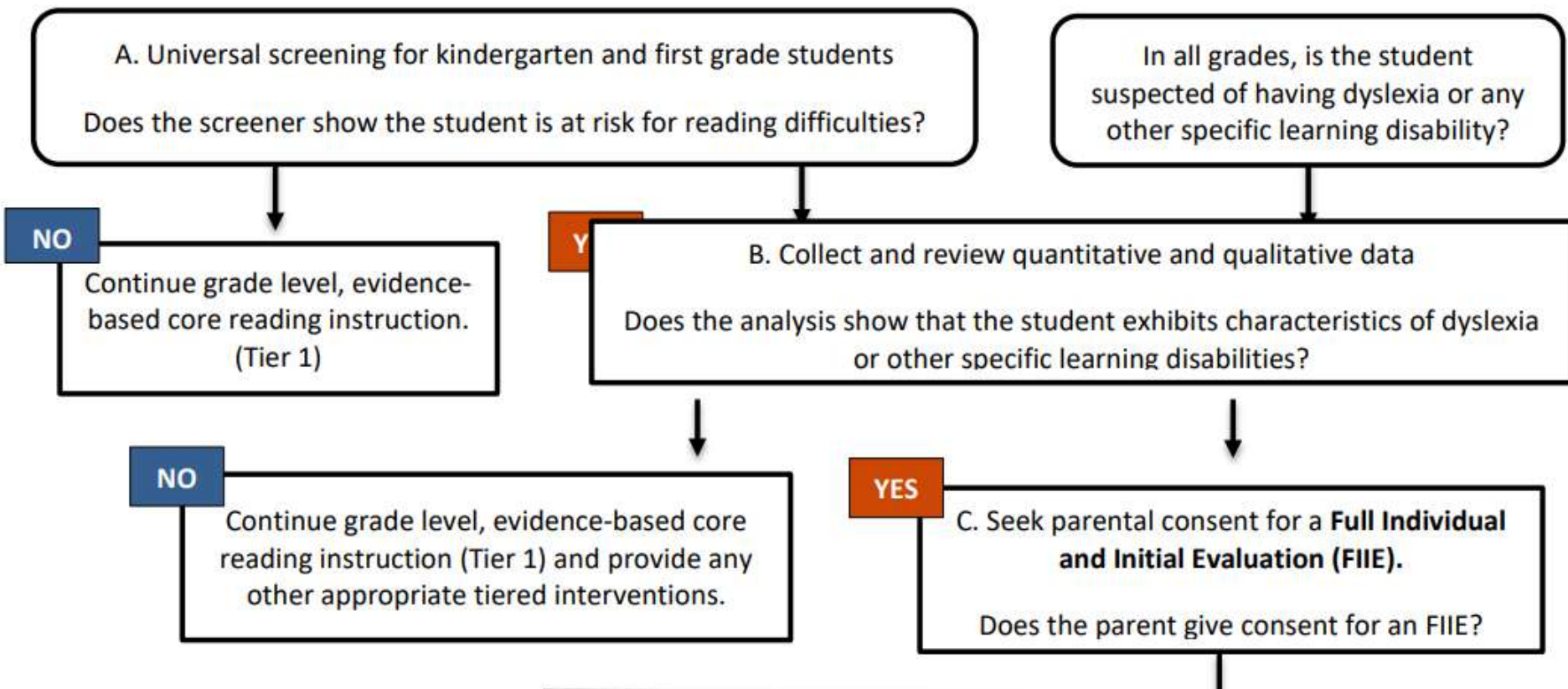
*Dyslexia and
Related Disorders*

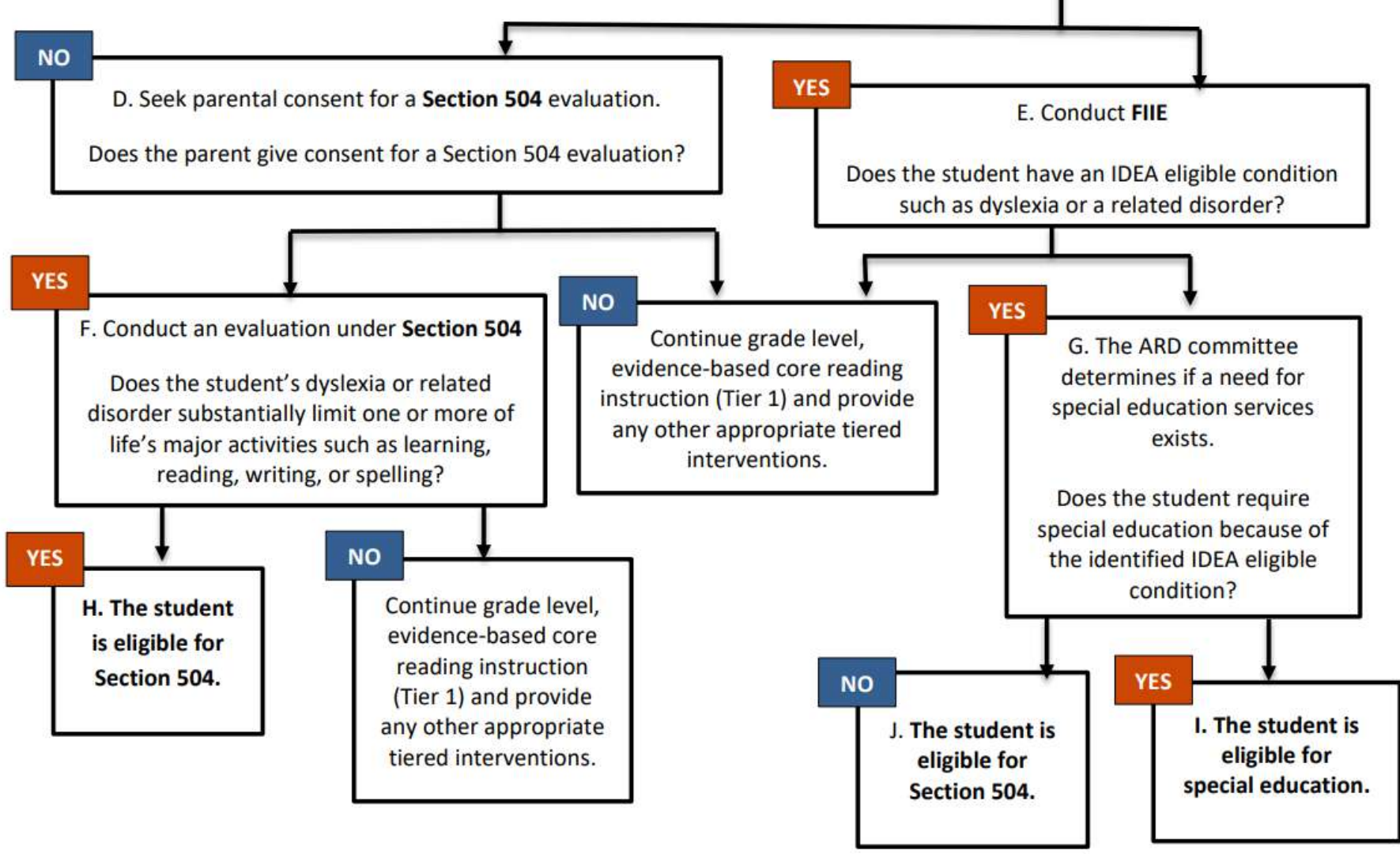
The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having Dyslexia and/or Related Disorders is guided by the Individuals with Disabilities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

The 2021 Dyslexia Handbook streamlines the process of identification and clarifies that anytime the district suspects that a student has dyslexia or a related disorder, the district must seek parental consent for a Full Individual Initial Evaluation (FIE) under the IDEA.

Figure 3.8

Pathways for the Identification and Provision of Instruction for Students with Dyslexia





All kindergarten and first-grade public/charter school students must be screened for dyslexia and related disorders



PK-2nd Grade Assessment Requirements 2022-2023

**K
E
Y**



Collect Data
(deadline or time of year)



Submit Data or Code
(deadline)

	August	September	October	November	December	January	February	March	April	May	June	July
2nd		District-selected tool aligned w/TEC28.006 (BOY)		PEIMS (12/8) ERI Code							PEIMS (6/15/23) ERI Code	
1st		District-selected tool aligned w/TEC28.006 (BOY)		PEIMS (12/8) ERI Code	Dyslexia screener (1/31/23)						PEIMS (6/15/23) ERI & Dyslexia Codes	
K		TX-KEA or mCLASS Texas literacy screener (BOY)		PEIMS (12/8) ERI Code	ECDS (1/26/23) BOY data			Dyslexia screener (EOY)			PEIMS (6/15/23) ERI & Dyslexia Codes	
PK		5 domains using tool(s) from CL (BOY)							5 domains using tool(s) from CL (EOY)		ECDS (6/22/23) BOY & EOY data	

Abbreviations

BOY= beginning-of-year

EOY= end-of-year

ERI= Early Reading Indicator

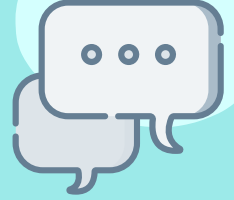
CL= Commissioner's List

Additional information and links to numerous additional resources can be found on the [Data Driven Instruction section](#) of the TEA website.

Reading Instruments

TEC, §28.006(c-1) requires each school district to administer at the beginning of the seventh grade a reading instrument adopted by the commissioner to each student whose performance on the grade 6 STAAR reading assessment did not demonstrate reading proficiency.





PARENT Concerns



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 campus counselor, or the principal. It can be in writing, in person, or over the phone.

Disagreements with the Evaluation

Parents/guardians right to request an evaluation



Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.





**SERVICES FOR
STUDENTS WITH**

Dyslexia

Dyslexia Interventions

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



Qualifications of Service Providers

Have a bachelor's degree, certified in dyslexia therapy, and/or certified as an educator by the SBOE

Does not have to be certified as a special educator.

Training in critical, evidence-based components of dyslexia instruction such as phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

Training in the district dyslexia program to deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.



**CLASSROOM ACCOMMODATIONS
FOR**

*Students With
Dyslexia and Related
Disorders*

Instructional Accommodations

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

- Minimizes impact of disability by providing equitable access to grade-level or course instruction in the general education classroom.
- 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

Suggested Accommodations



ENVIRONMENT

- Teacher proximity
- Reference posters
- Quiet work space.



READING

- Do not require students to read aloud
- Provide text-to-speech
- Highlight important sections/words of stories
- Talk through the material one-on-one after reading assignments.



WRITING

- Allow students to respond orally
- Provide a copy of class notes
- Grade only for content not spelling or handwriting.



GRADING

- Evaluate oral performance
- Allow student to type responses.



MATH

- Present information in small increments and at a slower pace
- Read word problems aloud.

Suggested Accommodations



DIRECTIONS

- Give directions in small steps and fewer words
- Arrange in vertical list
- Read written directions with visual cues
- Ask students to repeat.



HOMEWORK

- Reduce reading assignments
- Accept work dictated by student, a video or recording
- Limit amount of time to spend on homework.



TESTING

- Allow extended time and tests be taken in a separate room with fewer distractions
- Review directions orally
- Allow oral responses.



ASSIGNMENTS

- Shorten assignments to focus on mastery of key concepts
- Use different alternatives for written assignments.



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

Talking Books Program



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.

[Talking Book Application English](#) [Talking Book Application Spanish](#)

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



Helpful Resources

Bookshare

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

Dyslexia Help

<http://dyslexiahelp.umich.edu/>

Kids Health

<https://www.kidshealth.org/en/kids/dyslexia.html>

Dyslexia Contacts

Cityscape Schools Special
Education Coordinator

Christopher Rizzuto

crizzuto@cityscapeschools.org



<https://www.spedtex.org/>

inquire@spedtex.org

1.855.773.3839

Region 10 Dyslexia Contact

Amie Davenport

amie.davenport@region10.org

972-348-1538

Let's try this...



SURVEY

<https://rb.gy/oalvtm>



THANKS!

Do you have any questions?

ngomez@cityscapeschools.org

Room 107 Lower School

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References

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- “The Dyslexia Handbook” 2021 Update
- “Dyslexia Awareness and Information” by Spedtopia