WHO TEACHES DYSLEXIA?

Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, must have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. A computer program may not be used as the primary method of dyslexia instruction.

ACCOMMODATIONS

Decisions regarding accommodations are determined by the 504/ARD committee. Accommodations are based on the individual needs of the student, and when appropriate, student input is encouraged to determine what accommodations are beneficial and useful.

ASSISTIVE TECHNOLOGY

Technology tools vary upon the need of each student. Utilizing assistive technology enables dyslexic students to participate equally in learning experiences. For more information, see Technology Integration for Students with Dyslexia, www.region10.org/programs/dyslexia/techplan.

EFFECTIVE STRATEGIES

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<td>color coding, checklists, visual cues</td>
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<td>Time management</td>
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RESOURCES

- International Dyslexia Association (IDA): dyslexiaida.org
- ALTA: alta.read.org
- Bookshare: www.bookshare.org/cms
- Learning Ally: learningbydesign.com
- Texas College and Career Readiness Support Center: ccrscenter.org/implementation-tools
- 504: https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf
- Talking Books: www.tsl.texas.gov/tbp

DISTRICT/CAMPUS DYSLEXIA CONTACT:

Michelle Oswalt (Elementary) 254-336-0374
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This brochure was created in collaboration with districts across Region 12.
**Dyslexia Defined**

As of 2018, the International Dyslexia Association defines dyslexia as the following:

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.

Students with dyslexia have difficulty sounding out words due to confusion between sound(s) and the associated letter(s). As a result, the student often becomes frustrated when reading, impacting reading fluency, comprehension, vocabulary, spelling, and overall self-confidence.

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**Why is Screening Important?**

- There is a 75% probability a student will struggle with reading in school, if interventions aren’t provided before the age of eight.
- Early intervention leads to easier remediation.
- Mid-kindergarten at-risk identification is 85% accurate.

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**When is Screening Done?**

- Kindergarten: End of the school year
- First grade: No later than January 31

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**Who Administers the Screener?**

- Appropriately trained Kindergarten or first grade certified teachers
- Teachers certified/licensed in dyslexia

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**What Happens with Screening Data?**

- Shared with parents
- Guides instruction/intervention
- Added to student’s data to determine if further evaluation is warranted

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**When to Assess for Dyslexia**

When to assess for Dyslexia: When data leads to suspicion of dyslexia or a related disorder, students may be assessed at any time. Determining if a student should be tested for standard protocol instruction (504) or more individualized, specially designed instruction (IDEA), is determined by the referral team; progression through RtI cannot be used to delay a referral.

What to look for: When working with students who may be at risk for dyslexia, look for some or all of the following primary characteristics. Does the student have difficulty with:

- Oral language
- Accurately decoding unfamiliar words
- Reading words in isolation
- Spelling

Older students and twice exceptional students may be challenging to identify due to their ability to compensate for reading deficits. These students may read accurately but not fluently.

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**Why Dyslexia Instruction is Necessary**

Dyslexia is a language-based disability that requires specific intervention. 19 TAC §74.28(e) states that districts must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates the following critical, evidence-based components:

- Phonological awareness
- Sound-symbol association
- Syllabication
- Orthography
- Reading fluency

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**Dyslexia Screening**

Texas Education Code §38.003 requires all students in K & 1st, regardless of the student’s primary language, to be screened for dyslexia and other related disorders. The screener addresses the following skills (1st grade has two additional skills):

- Phonological awareness
  - (breaking sentences into words, words into syllables, syllables into onset-rime)
- Phonemic awareness
  - (hear and manipulate individual sounds)
- Reading rate (1st grade)
- Reading accuracy (1st grade)
- Sound/symbol recognition
  - (sound/letter)
- Letter knowledge
- Decoding skills
- Spelling
- Listening comprehension
- Reading accuracy (1st grade)
- Reading rate (1st grade)

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