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

Decoding	Audiobooks
reminders to decode unfamiliar words	Oral administration
Organization	Note-taking assistance
color coding, checklists, visual cues	Extended time
Time management	Self-advocacy
Speech to text	"I have dyslexia, and I learn best by..."

RESOURCES

- **International Dyslexia Association (IDA):** dyslexiaida.org
- **ALTA:** altaread.org
- **Bookshare:** www.bookshare.org/cms
- **Learning Ally:** learningbydesign.com
- **Texas College and Career Readiness Support Center:** ccrscenter.org/implementation-tools
- **Dyslexia Handbook:** https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf
- **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:

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DYSLEXIA PROGRAM AWARENESS
FOR EDUCATORS AND PARENTS

DYSLEXIA DEFINED

DYSLEXIA SCREENING

WHEN TO ASSESS FOR DYSLEXIA

WHY DYSLEXIA INSTRUCTION IS NECESSARY

ASSISTIVE TECHNOLOGY

EFFECTIVE STRATEGIES

RESOURCES

Killeen Independent School District

Region 12 Education Service Center

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.

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)	**sound-symbol recognition** (sound/letter)
	letter knowledge
phonemic awareness (hear and manipulate individual sounds)	**decoding skills**
	spelling
	listening comprehension
reading rate (1st grade)	**reading accuracy (1st grade)**

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
WHEN IS SCREENING DONE?	Kindergarten: End of the school year
	First grade: No later than January 31
WHO ADMINISTERS THE SCREENER?	Appropriately trained Kindergarten or first grade certified teachers
	OR Teachers certified/licensed in dyslexia
WHAT HAPPENS WITH SCREENING DATA?	Shared with parents
	Guides instruction/intervention
	Added to student's data to determine if further evaluation is warranted

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 (slow, inaccurate, or labored reading without prosody)	Reading words in isolation
Accurately decoding unfamiliar words	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.

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 breaking words into sounds	**Morphology** studying morphemes and combining to form words
Sound-symbol association certain sounds go to specific letters	**Syntax** grammar, mechanics of language
Syllabication learning the 6 syllable types	**Reading comprehension** constructing meaning from reading based on ability to read accurately, fluently, using appropriate strategies, utilizing background knowledge, listening comprehension and vocabulary
Orthography Spelling patterns and rules	**Reading fluency** reading with sufficient accuracy, speed, and prosody