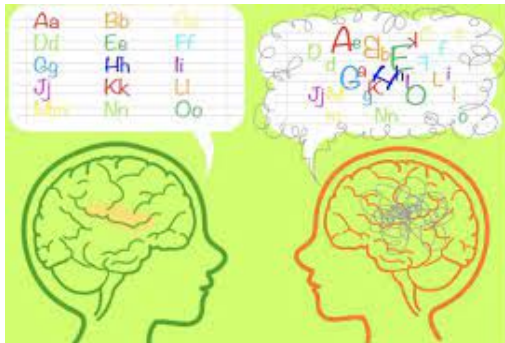


Risk Factors and Signs of Dyslexia

- Family history of Dyslexia or reading difficulties.
- Early language difficulties, such as delayed speech or trouble pronouncing words.
- Difficulty identifying and manipulating individual sounds in words.
- Challenges learning letter names.
- Difficulty recalling the names of letters, numbers, and familiar objects.
- Avoidance of reading and writing tasks.
- Inaccurate or slow reading.
- Difficulty with note taking and producing written work.
- Over use of pictures to guess at words.



Resources for Dyslexia

Texas Education Agency

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

Dyslexia Handbook, 2021 Update

<https://tea.texas.gov/sites/default/files/texas-dyslexiahandbook-2021.pdf>

Learning Ally

<https://learningally.org/>

Talking Books

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

Bookshare

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

Texas College and Career Readiness Support Center

<http://txccrsc.esc13.net/>

International Dyslexia Association

<https://dyslexiaida.org/>

Education Service Center, Region XI

<https://www.esc11.net/domain/525>

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**Dyslexia Program
Awareness for
Educators &
Parents**

**Slidell Independent
School District
slidellisd.net**

“On Track and Leading the Pack”

Dyslexia Defined

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.”

-Referenced in 2021 TEA Dyslexia Handbook



Dyslexia Identification

Screening- Texas Education Code § 38.003 requires dyslexia screening for all students in K & 1st. Screening results are shared with parents and are used to guide instruction/interventions.

When data leads to suspicion of dyslexia or a related disorder, students may be evaluated under IDEA at any time. Progression through MTSS cannot be used to delay a referral.

Data Gathering- What are we looking for?
(1) Poor academic performance in one or more areas of reading and spelling that is unexpected for the student's age/grade. (2) Average or better understanding of information that is delivered orally or in absence of print.

Data is gathered on student performance, vision/hearing, observations, and input. Adequate instruction and participation, as well as progress with reading interventions, are considered. When formal evaluation is recommended, the school must complete the process as outlined in IDEA.

Assessment- The Full and Individual Initial Evaluation assesses academic skills and cognitive processes related to dyslexia. Parents are notified and permission is acquired before the FIE begins. Decisions regarding services and accommodations should be made by the ARD committee.

Dyslexia Instruction

Instruction

Instruction in a dyslexia program is provided by a certified teacher who has been trained in dyslexia and related disorders. Students will receive intensive, systematic, sequential, and multi-sensory instruction in small-group settings. 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 critical, evidence-based components.

Strategies & Tools

In addition to explicit and systematic instruction, students are introduced to

- Self-monitoring strategies
- Memory techniques to remember processes
- Organizing, time management, and reviewing information
- Technology
- Self-advocacy

INTERVENTIONISTS

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