

Savoy ISD Parent Education Program Dyslexia 2022

**Dyslexia
Awareness
Month**



Welcome

Objectives:

Examine State and International Dyslexia Association (IDA) definition of dyslexia.

Gain a better understanding of what dyslexia is.

Characteristics and consequences of dyslexia

Risk factors at developmental stages.

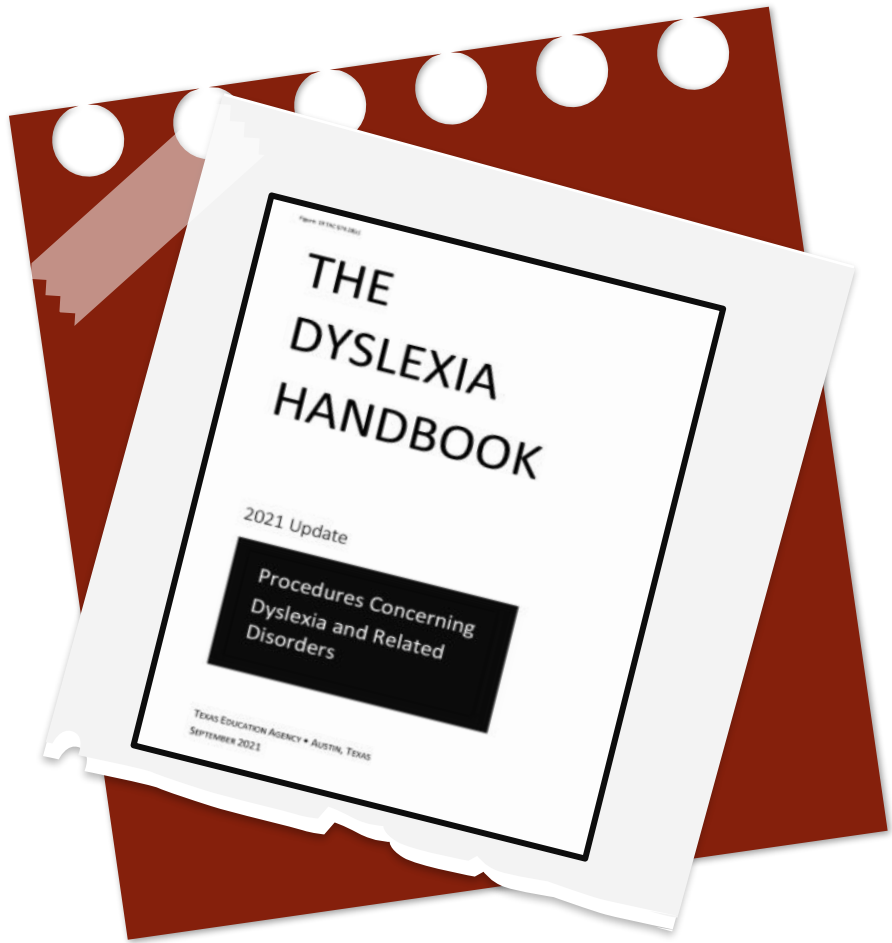
Identification and evaluation process at Savoy ISD

Services provided by Savoy ISD

Accommodations and testing

Talking Books Program

Parent Resources



[The Dyslexia Handbook-2021 Update](#)

[Appendix A Dyslexia Handbook FAQ](#)

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

Dyslexia

State and Federal
Definitions

The Science Behind It



Definition of 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)

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

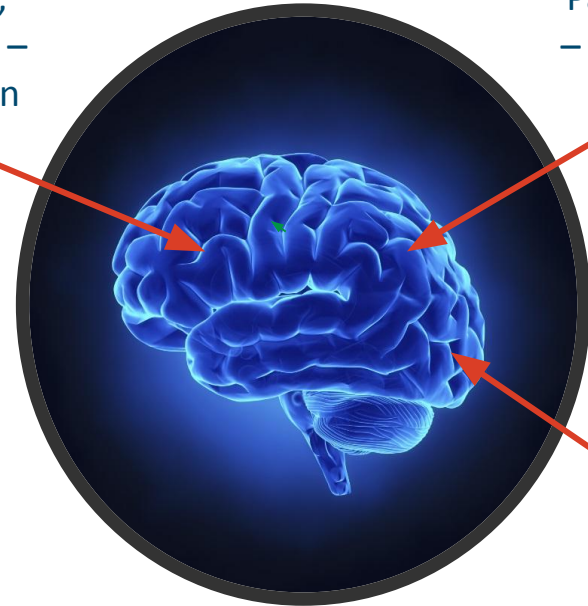
TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021

“Dyslexia is a specific learning disability that is neurobiological in origin.”

(International Dyslexia Association, 2002)

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.

Broca's area,
Inferior gyrus –
overactivation

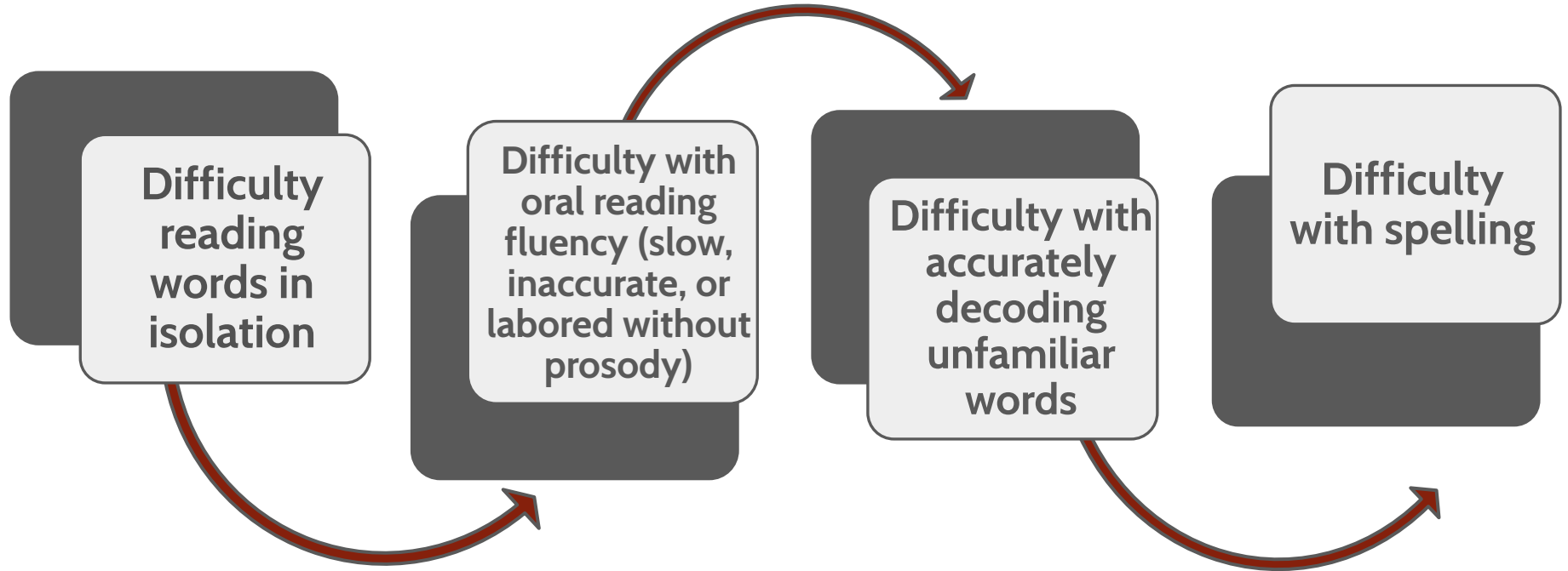


Parieto temporal
– underactivation

Occipital
temporal –
underactivation

What is Dyslexia?

Primary Characteristics of Dyslexia



Secondary Consequences of Dyslexia

Difficulty with aspects
of reading
comprehension

Difficulty with aspects
of written language

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

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

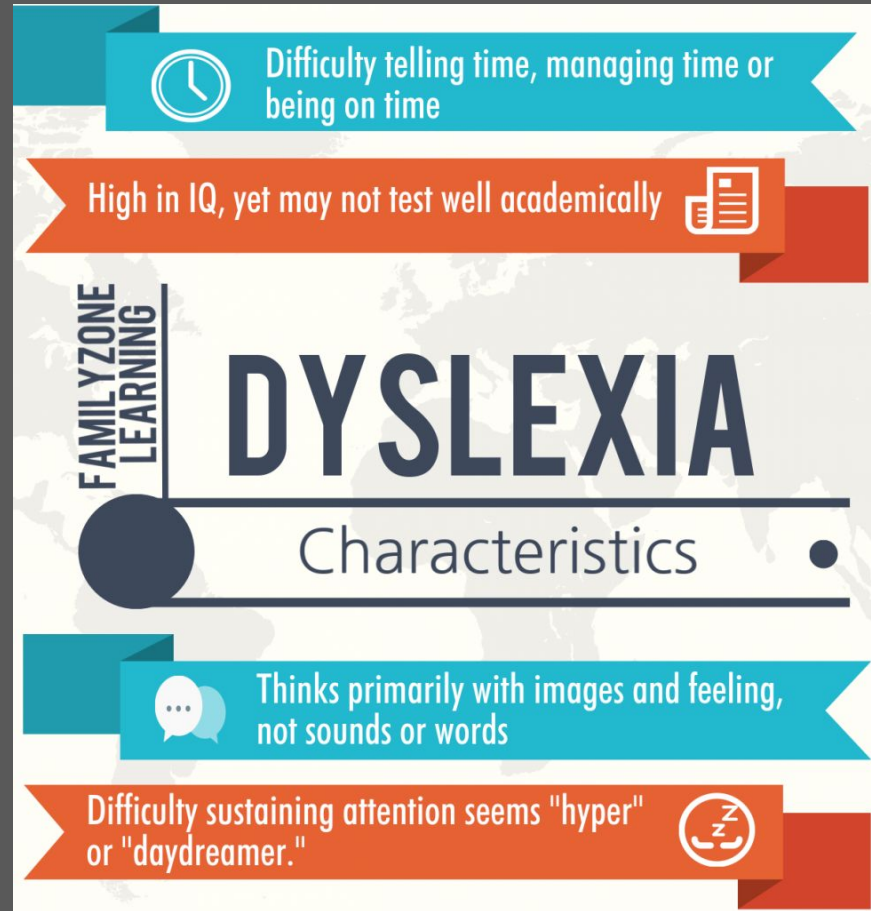
Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:


- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)


Assessment

Dyslexia and Related Disorders



The infographic features a central title 'DYSLEXIA' in large, bold, dark blue letters. To the left of the title, the words 'FAMILYZONE' and 'LEARNING' are stacked vertically in a smaller, dark blue font. Below the title, the word 'Characteristics' is written in a dark blue font, flanked by two dark blue circles. The background is a light gray world map. The infographic is decorated with teal and orange banners containing text and icons.


Difficulty telling time, managing time or being on time 


High in IQ, yet may not test well academically 

FAMILYZONE LEARNING

DYSLEXIA

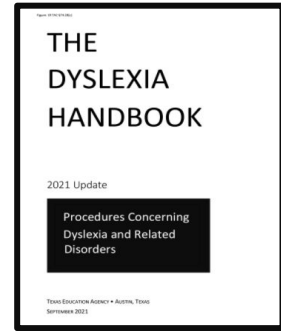
Characteristics

Thinks primarily with images and feeling, not sounds or words 

Difficulty sustaining attention seems "hyper" or "daydreamer." 

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

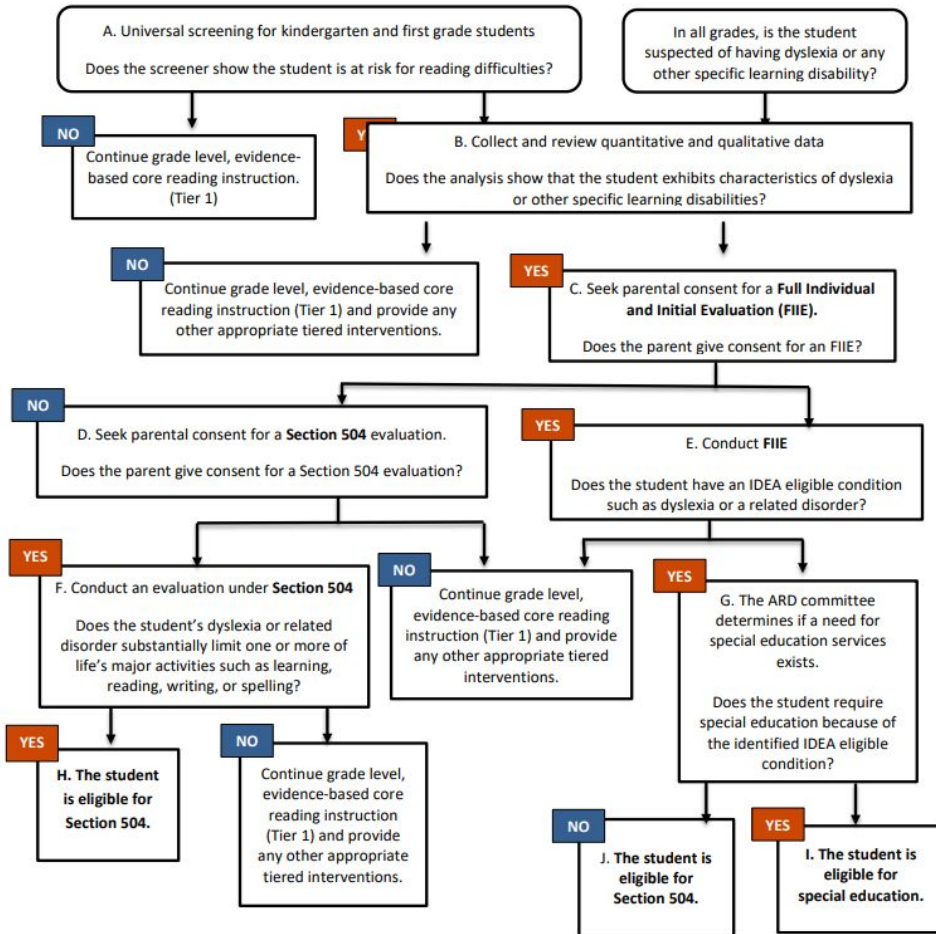


Figure 3.8
from the
Dyslexia Handbook
2021 Update

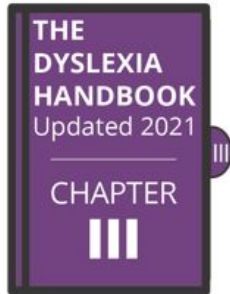
Parent Request for Evaluation

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 diagnostician. It can be in writing, in person, or over the phone.



Disagreements with the Evaluation

Parents/guardians right to request an evaluation

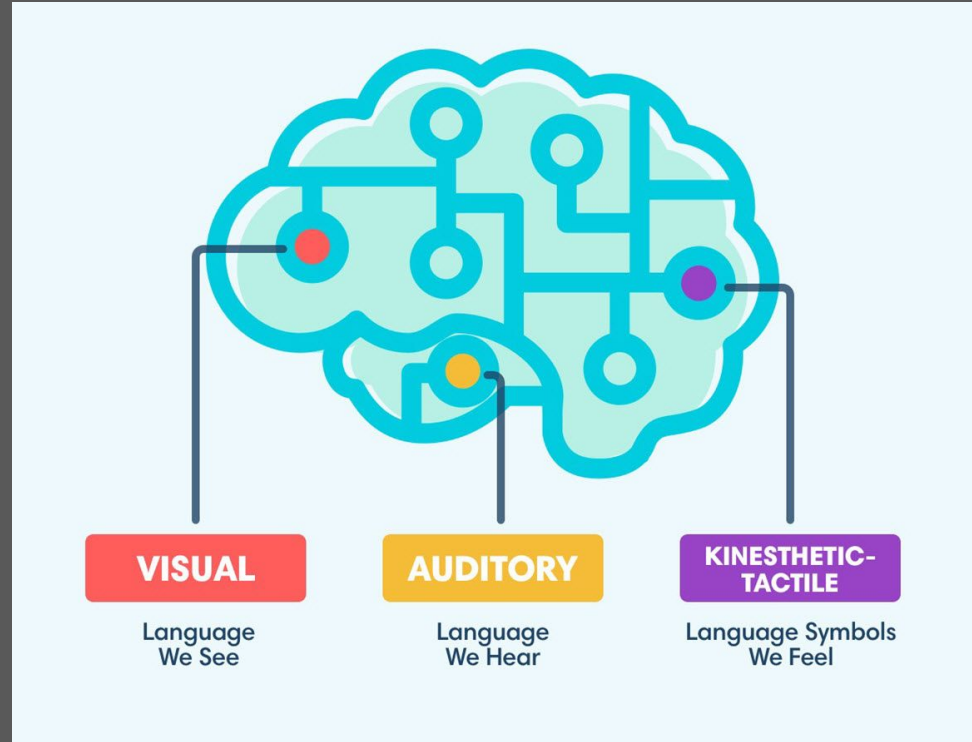


Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an FIIIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural 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

Dyslexia and Related
Disorder



Dyslexia Intervention

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
- Most appropriate person to offer dyslexia instruction

- 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.

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

For more Information on Accommodations - [Region 10 Website](#), [International Dyslexia Association](#), [Accommodation Central](#)

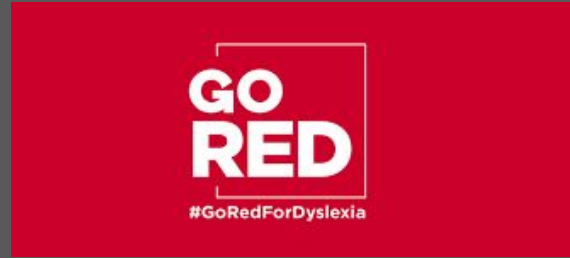
State Assessment Accommodations

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

Parent Resources

Talking and Other
Valuable Sources



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](#)

[Talking Book Program | TSLAC](#)

Parent Resources

- [TEA Resources on Special Education in Texas](#)
- [Dyslexia Center of Austin Parent Resources](#)
- [IDA Dyslexia Handbook: What Every Family Should Know](#)
- [ESC Region 20 Family Engagement Dyslexia Resources](#)
- [Understood.org](#)
- [Yale Center for Dyslexia & Creativity Parent Website](#)
- [ALTA's Parent Website](#)

Dyslexia Contacts

State Dyslexia Helpline

1-800-232-3030

District Dyslexia Contact

Jennifer Vance

903-965-7738

903-965-4024

jvance@savoyisd.org

[Savoy ISD Dyslexia Useful Links](#)

Region 10 Dyslexia Contact

Amie Davenport

amie.davenport@region10.org

972-348-1538



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

inquire@spedtex.org

1.855.773.3839

Last Thoughts

The Power of Dyslexia about
Famous Dyslexics:

https://youtu.be/L_gG9svUbM