



# Por Vida Academy Dyslexia Handbook



**POR VIDA ACADEMY**  
CHARTER DISTRICT  
FOR LIFE



# **District Dyslexia Handbook**

The Dyslexia Instructional Program is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and related disorders.

Revised January 2020

## ASSURANCE OF NONDISCRIMINATION

Por Vida Academy does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended: Title IX of the Educational Amendments of 1972: and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff member has been designated to coordinate compliance with these legal requirements:

Mariza Loreda, Section 504 & Dyslexia Director

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.

If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

Dallas Office for Civil Rights, U.S. Department of Education  
1999 Bryan Street, Suite 1620 Dallas, Texas 75201-6810  
Telephone: (214) 661-9600 Facsimile: (214) 661-9587  
Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

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**Mariza Loreda  
Dyslexia Specialist**

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## **Introduction and Overview**

What is dyslexia and how does Por Vida Academy serve students identified as dyslexic?

**Commonly Defined:** Dyslexia is a specific learning disability that is neurological 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 provision of effective classroom instruction. Secondary consequences may include difficulties in text comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Adopted by the IDA Board, November 2002, this definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.

This simply means:

**Dyslexia is a specific learning disability.** Research indicates specific cognitive characteristics related to dyslexia that are neurological in origin. Dyslexia results from differences in how the brain processes information. Specifically, functional brain imaging has demonstrated a failure of the left hemisphere posterior brain systems to function properly during reading.

**It is characterized by difficulties with accurate and/or fluent word recognition, poor spelling and decoding abilities.** Students with dyslexia demonstrate difficulty when identifying real words (word recognition) and pronouncing nonsense words (decoding); the student's ability to read fluently is also a major characteristic as well as difficulty with spelling. This is contrast to the popularly held belief that the major characteristic is the reversal of letters, words and numbers.

**These difficulties typically result from a deficit in the phonological component of language.** Making the connection between oral language and the letters/sounds that represent language in written form requires an awareness that all words can be decomposed into phonologic segments (i.e., the word “bat” can be broken down into three phonemes or individual sounds – b, a, and t). Research findings have been consistent in confirming that in young school-age children as well as in adolescents, a deficit in phonology is the strongest and most specific finding related to dyslexia.

**Characteristics of dyslexia are often unexpected in relation to other cognitive abilities.** The student’s reading difficulty is unexpected in relation to other areas, such as oral language skills, the ability to learn in the absence of print, intellectual functioning, or strong math skills in comparison to reading skills.

**It’s important to examine the provision of effective classroom instruction.** If the child has been identified as at-risk for reading failure in kindergarten and first grade, has he/she been provided with effective instruction in order to develop proficient early reading skills? The lack of response to scientifically informed instruction is one factor that differentiates severe reading deficits from reading failure from inadequate instruction. **Early intervention is critical.** Students who receive appropriate instruction demonstrate changes in how their brains process the information so that reading resembles that of non-disabled readers.

**Secondary consequences may include difficulties in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.** Students with reading difficulties typically do not read the same amount as non-disabled readers; therefore, their vocabulary development, as well as their exposure to information learned by reading, may be impacted.

[Source: A definition of Dyslexia by G. Reid Lyon, Sally E. Shaywitz and Bennett A. Shaywitz; *Annals of Dyslexia*, Volume 53, 2003]

**Note:** When Dyslexia Specialists examine students, they take into account multiple factors, each specific to the student being assessed. Students are individuals and the characteristics of dyslexia may present differently and at different times. Dyslexia is not contained to specific grade levels or age ranges. Students in elementary, middle, and high school may receive targeted instruction.

**A few quick facts about Dyslexia:**

*The word “dyslexia” comes from the Greek language and means poor language. Dyslexia is a life-long status; however, its impact can change at different stages in a person’s life. Dyslexia is not due to either lack of intelligence or a desire to learn; dyslexics can learn successfully with appropriate teaching methods. Early identification and treatment are the key to helping dyslexics achieve in school and in life. (Source: The International Dyslexia Association) For more information:*

<http://www.interdays.org>

Por Vida Academy serves students identified with dyslexia and related disorders in grades 9<sup>th</sup> through 12<sup>th</sup>. Individualized instruction is provided by a dyslexia specialist who is highly trained in the identification and instruction of students with dyslexia and related disorders. In grades 9-12, students receive individualized support as determined by the 504 or ARD Committee.

Por Vida Academy uses research-based programs to accelerate the learning of our identified students who are served in the program. Students who are identified but no longer receive formal services are monitored for success. Appropriate Individualized Intervention is provided, if the need arises

# **Characteristics of Dyslexia**

**The following are the reading/spelling characteristics of dyslexia:**

- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

**The reading/spelling characteristics are the result of difficulty with the following:**

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

**Secondary consequences of dyslexia may include the following:**

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

**For more information:**

- International Dyslexia Association for answers to Frequently Asked Questions
- Texas Education Agency's Dyslexia Handbook (also available in Spanish)

# **Law Regarding Dyslexia Instruction**

## **Texas Education Code §38.003 (State Law)**

### §38.003. Screening and Treatment for Dyslexia and Related Disorders

Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.

- In accordance with the program approved by the State Board of Education, the board of trustee of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- The State Board of Education shall adopt any rules and standards necessary to administer this section.

In this section:

**“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.

**“Related disorders”** includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability

## **Texas Administrative Code §74.28 (State Board of Education Rule)**

### §74.28. Students with Dyslexia and Related Disorders

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

- A. A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Procedures concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.
  
- B. A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional

development activities specified by each district and/or campus planning and decision making committee

- C. Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing parental relation to the student.
- D. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- E. Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- F. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorder."
- G. Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

## **Por Vida Academy Board Policy EHB Legal**

**DYSLEXIA AND RELATED DISORDERS:** The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education's Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.

**IDENTIFICATION AND TESTING:** Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student. A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia Handbook.

**TREATMENT:** Each school shall provide each identified student access at his or her campus to instructional programs and the required reading program below and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus.

**READING PROGRAM:** The District shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the Dyslexia Handbook

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, and phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the District-and/or campus level committees shall include these instructional strategies.

**REASSESSMENT:** Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the District reevaluates the information obtained from previous testing of the student

**NOTICE TO PARENTS:** The District shall inform parents and guardians of students eligible under Section 504 of all services and options available to the student under the statute. The District shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.

Education Code §38.003; 19 TAC §74.28

## **District Responsibilities**

In keeping with the guidelines required in the Texas Dyslexia Handbook: Revised 2018, districts have the following responsibilities in serving the needs of dyslexic learners.

Provide information and training

- Staff development
- Parent education

Select teachers and curriculum materials

- Number of teachers needed
- Review of teacher certifications and training
- Review of curriculum materials and teaching programs in district

Develop (or obtain) forms for Data gathering

- Parent/teacher observations
- Recommend for assessment
- Others (e.g. 504, testing, accommodations, monitoring, etc.)

Set-up process (and establish responsibility) for:

- Referral
- Assessment
- Evaluation
- Identification (committee decision)
- Intervention/instructional options
- Progress monitoring

Determine exit criteria

Establish support system for exited students

In addition to these responsibilities, the District Dyslexia Coordinator will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. Campus Dyslexia Specialists will meet regularly to review the district guidelines to ensure that information related to policies and procedures is disseminated on their campuses.

At each Por Vida Academy campus, the Campus 504 Committee, including the Campus Dyslexia Specialist, will follow all processes and procedures in accordance with appropriate Administrative Regulations, Board Policy, and district practices as specified in the Por Vida Academy Dyslexia Flow Chart included in this manual. If a student is identified as Special Education, the ARD committee, with input from a person knowledgeable of the identification and instruction of persons with dyslexia, will be the decision-making committee in accordance with all Special Education processes, policies, and procedures.

The members of the ARD or 504 Committee will consist of different professional personnel depending on the student referred and the type of concern noted. In addition to a campus administrator, the committee will include teachers with direct knowledge of the student and the noted concerns, teachers of the program(s) into which the student may be referred and placed for services, the parent(s)/guardian(s) of the referred student, and any other persons with relevant and appropriate input.

The Texas Dyslexia Handbook: Revised 2018, outlines the process for making a determination for an educational identification of dyslexia. The Por Vida Academy process for identifying students who may need support for dyslexia and related disorders follows these guidelines and procedures which are specified in the next section.

## **Identification Categories for Dyslexic Learners**

While there are no automatic qualifying conditions for Special Education or Section 504 or protection, an identification of dyslexia may mean that a student is eligible under Section 504 or Special Education.

An identification of dyslexia is NOT an automatic qualification for Special Education or 504 services.

There are two categories of dyslexia identification. It is the responsibility of the Campus to make an appropriate identification or referral.

- **Dyslexic and 504 eligible**  
Dyslexic and Special Education eligible (NOTE: Eligibility for Special Education services is an ARD Committee decision and a 504 Committee may REFER a student for consideration of Special Education, following all Por Vida Academy processes and procedures regarding a Special Education referral.)

## **Por Vida Academy Evaluation and Identification Process**

In Por Vida Academy, students may be referred for a dyslexia evaluation at any time during the year up to the 35th day before the last day of instruction. When a student is referred for dyslexia evaluation, the process detailed in the Por Vida Academy Dyslexia Flow Chart must be followed under the direction of the Campus 504 Coordinator or Special Education Evaluation staff. Upon referral for consideration an educational identification of dyslexia, the campus Dyslexia Specialist will begin the data gathering process outlined in the Texas Dyslexia Handbook, Revised 2018. All information related to the student, such as vision and hearing screenings, report cards, work samples, reading assessment data, state assessment scores and language proficiency data will be considered. If formal assessment is determined, the Campus 504

Coordinator or Special Education Evaluation staff will follow all procedures to notify parents of the recommendation to assess, inform parents of their procedural rights, and obtain permission for formal dyslexia assessment.

If a referral is made by the ARD committee, special education processes, procedures, and policies will be followed. If a student has an IEP (Individualized Educational Plan) content goals, the campus Dyslexia Specialist will conduct the dyslexia assessment and the ARD committee will make the identification decision according to the criteria specified in the Texas Dyslexia Handbook, Revised 2018 and recorded on the district qualification criteria form. All Special Education processes, policies, and procedures will be followed.

If a student enrolls in Por Vida Academy from another district or school with an identification of dyslexia, the Campus 504 or ARD Committee will convene to review and continue existing services, to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. All Por Vida Academy 504 processes and procedures must be followed. Prior to the 504 Committee meeting, the Campus Dyslexia Specialist will review all documentation to determine if additional evaluation is needed to consider placement in the Por Vida Academy Dyslexia Program. If additional assessment is required, the Campus Dyslexia Specialist will notify the Campus 504 Coordinator so that consent for assessment can be obtained. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 or ARD Committee to determine appropriate placement based upon student need.

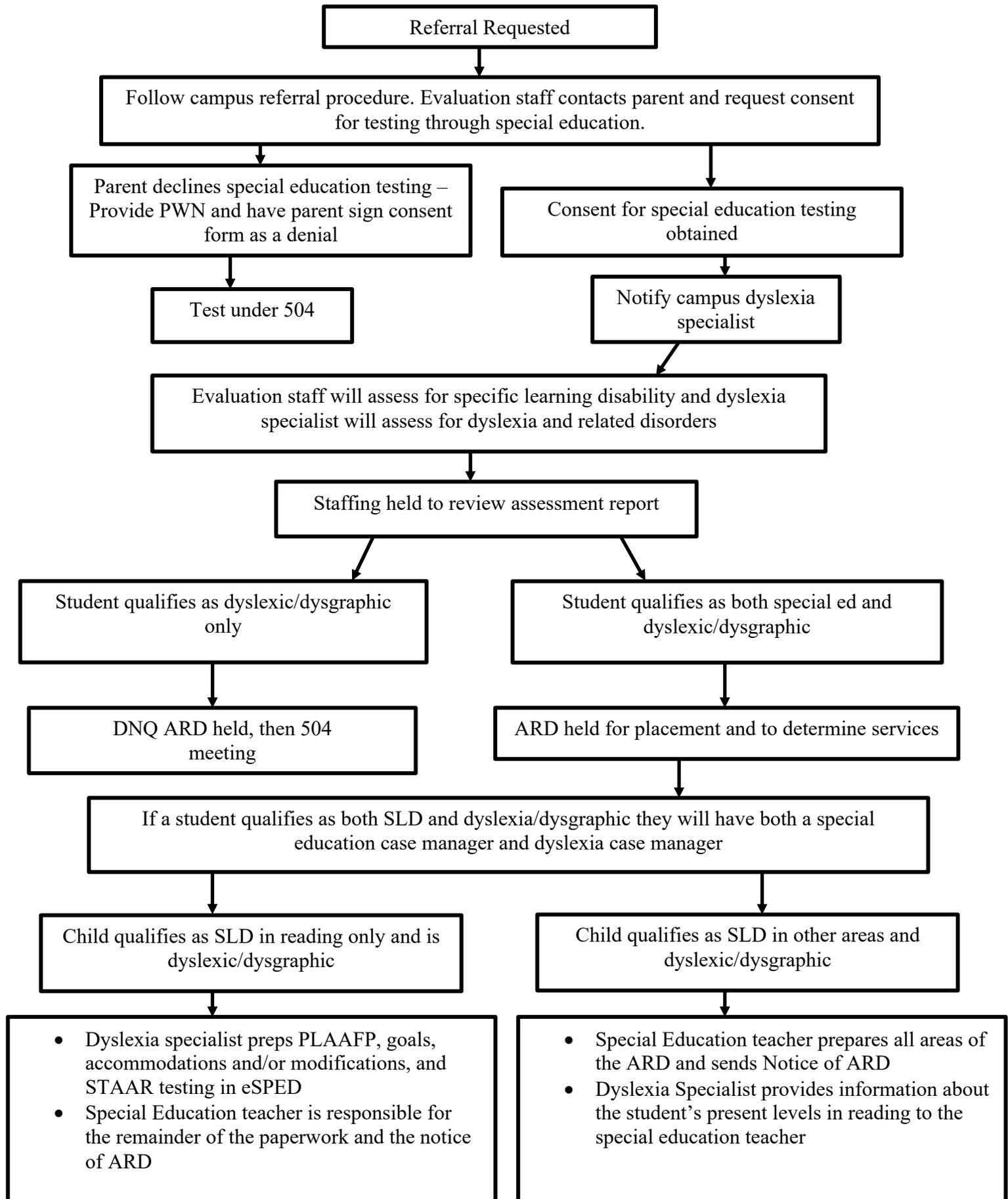
If a parent brings any outside testing that identifies a student as dyslexic, the Campus 504 Committee will convene to determine whether an educational identification of dyslexia is appropriate and what services, if

any, are needed for the student to be successful. All Por Vida Academy 504 processes and procedures must be followed. Prior to the 504-committee meeting, the Campus Dyslexia Specialist will review all documentation to determine if additional evaluation is needed to consider placement into the Por Vida Academy Dyslexia Program. If additional assessment is required, the Campus Dyslexia Specialist will notify the Campus 504 Coordinator so that consent for assessment can be obtained. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 Committee to determine appropriate placement based upon student need.

If a parent of a home or private schooled student requests testing for dyslexia, the home campus must be contacted. The Campus Dyslexia Specialist will request the student's current academic record and attendance information. Additional information related to the student's early childhood development and health history will be requested using the Parent Input for Dyslexia form. When all information is gathered, the Campus Dyslexia Specialist will assess after obtaining parental consent. After the assessment is completed, the Campus 504 Committee will meet to determine eligibility and recommend appropriate placement and services, based upon student needs. These services will be provided when the student is enrolled in Por Vida Academy.

Referrals for dyslexia evaluation will be made through the campus RTI Committee. Parents have the right to request a referral for dyslexia evaluation by contacting the Campus 504 Coordinator or Campus Counselor and submitting the request in writing.

# Initial Referral Process for Dyslexia and Related Disorders Evaluation



## **Services Provided and Monitoring of Students**

Whether a student is identified with dyslexia or related disorders and placed into the district dyslexia program, or a student is not identified, the campus is responsible for developing a plan to support the needs of the student through either the tiered intervention process or through program placement.

Services may be provided as follows:

- If a student is NOT identified as dyslexic, the student will be referred to the Campus 504 Committee/ARD Committee. The team will identify appropriate interventions following Por Vida Academy procedures and processes. The team will also monitor student progress to ensure success.
- If a student is determined to be dyslexic but NOT eligible under Section 04, the student is referred to the 504 Committee Team for program placement (which may include placement in the district dyslexia program) and monitoring of progress toward grade level goals. The committee also must consider whether the student is eligible for and requires accommodations related to state assessments. These accommodations require corresponding accommodation to regular classroom instruction and assessment be implemented and documented.
- If a student is determined to be dyslexic AND 504 or Special Education eligible, the 504 or ARD Committee will develop an individualized plan according to Por Vida Academy processes and procedures. This plan will include any instructional accommodations necessary for success in the classroom. The committee must also consider and document whether the student is eligible for and requires accommodations related to state

assessments. The 504 Committee should also consider whether, at any time, a referral for Special Education evaluation is appropriate.

The progress of students in the dyslexia program will be reviewed annually by either Campus 504 or ARD Committee, as appropriate to the student's identification. Consideration of all available data shall be given when determining a student's progress toward grade level goals.

## **Accommodations**

The following may be appropriate accommodations for students identified as dyslexic. It should be noted that the decision-making committee should select those accommodations that meet the needs of the individual student. Additionally, accommodations should be limited to those necessary for the student to demonstrate educational progress, such as those deemed appropriate by the teacher or requested by the student.

### **Textbooks and Curriculum**

#### **Books/Reading**

- Assign peer reading buddies
- Do not require student to read aloud or allow for practice
- Provide a one-page summary and/or a review of important facts
- Provide CDs or digital textbooks and have student follow the text while listening
- Provide preview questions, study guides or outlines
- Provide summaries of chapters
- Review vocabulary prior to reading
- Talk through the material one-to-one after reading assignments
- Use colored transparency or overlay
- Use marker or highlighting tape to highlight important textbook sections

#### **Curriculum**

- Shorten assignments to focus on mastery of critical concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)
- Utilize assistive technology, as appropriate

#### **Classroom Environment**

- Provide a computer for written work
- Provide quiet during intense learning times
- Reduce the need for copying
- Seat student close to teacher in order to monitor understanding

## **Instructions and Assignments**

### **Directions**

- Accompany oral directions with visual clues
- Ask student to repeat, check for understanding
- Break complex directions into small steps—arrange in a vertical list format
- Give directions in small steps and with as few words as possible
- Read written directions to student, then model/demonstrate
- Use both oral and written directions

### **Writing**

- Allow student to dictate answer to essay questions, respond orally and use a keyboard when appropriate
- Allow use of erasable pens
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of a writing assignment (ideas, voice, etc.)
- Provide a “designated note taker,” photocopy another student’s or teacher’s notes
- Provide a print outline for notetaking
- Provide graphic organizers
- Reduce copying tasks and/or written work

### **Math**

- Allow student to use a calculator without penalty
- Break problems into smaller steps
- Present information in small increments and at a slower pace
- Read story problems aloud
- Take time to reteach if student is struggling to understand
- Use grid paper to help correctly line up math problems
- Use visuals and concrete examples

### **Grade**

- Allow student to type responses
- Avoid penalizing for spelling errors, reversals, etc.
- Evaluate oral performances more than written

- Provide opportunity to test orally, when appropriate • Read test to student or read questions and answer choices

## **Testing**

- Allow student to respond on tape or by dictating responses
- Allow tests to be taken in a room with few distractions
- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Provide typed test materials in easy to read font
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade

## **Homework**

- Accept work dictated by student to a parent/tutor
- Go over homework directions orally
- Limit amount of time to spend on homework, have parents verify time spent on assignments
- Provide textbooks on CD or digital textbooks, when possible
- Reduce reading assignments

## **Instruction for Students with Dyslexia**

Por Vida Academy utilizes research-based programs, taught by highly trained specialists to meet the needs of students in the Por Vida Academy Dyslexia Program.

Schools may purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in The Dyslexia Handbook, 2018 [19 TAC §74.28(©)].

**Phonemic Awareness:** Instruction in this area enables students to detect, segment, blend and manipulate sound in spoken language.

**Phonics:** Instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing

### **Language Structure**

- **Morphology:** Study of meaningful units of language such as prefixes, suffixes, and roots.
- **Semantics:** Meaning of language such as vocabulary, analogies, figurative language, multiple meanings, etc.
- **Syntax:** Set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence structure and variation, and the mechanics of language.
- **Pragmatics (social use of language):** Involves a set of rules that dictate communicative behavior in three main areas: reasons for which we communicate; different codes or styles of communication necessary in a particular context, and conversation or discourse

- **Linguistic:** Directed toward proficiency and fluency with the patterns of language.

**Process Oriented Strategies:** Step-by-step in a precise sequence in order to develop a reliable set of procedures for decoding and encoding that lead to word recognition, fluency and comprehension.

### **Explicit, Direct Instruction**

Teachers must directly explain and demonstrate all skills and concepts to students with no assumption of prior skills.

Teachers must present reading and writing skills sequentially and cumulatively. Instruction must follow the logical order of the language, beginning with the easiest and most basic elements and progressing systematically to a more difficult level.

Concepts are reviewed and reinforced providing the student with ample and extended practice

- **Individualized:** instruction with ongoing assessment that meets the specific learning needs of each student.
- **Meaning-based:** Instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.
- **Simultaneous Multisensory:** Teaching should be simultaneously visual, auditory, and kinesthetic/tactile in order to enhance learning and memory.

Por Vida Academy believes that students receiving support for dyslexia are best served in small group settings with curriculum that meets all specifications indicated by the state.

## Resources

- All Kinds of Minds by Mel Levine, M.D.
- Basic Facts About dyslexia & Other Reading Problems by Louisa Cook Moats, Karen E. Dakin
- Beginning to Read: Thinking and Learning About Print—A Summary by Marilyn Jager Adams Dyslexia, Fluency, and the Brain by Maryanne Wolf
- Dyslexia: Theory and Practice of Instruction, Third Edition by Diana Brewster Clark, Joanna Kellog Uhry
- English Isn't Crazy! By Diana Handbury King
- Helping Children Overcome L.D. by Gerome Rosner
- Homework Without Tears: A Parent's Guide for Motivating Children To Do Homework and To Succeed in School by Lee Canter, Lee Hausner
- How Dyslexic Benny Became a Star: A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith
- Informed Instruction for Reading Success: Foundations for Teacher Preparation by The International Dyslexia Association
- Josh: A Boy With Dyslexia by Caroline Janover
- Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders by Mel Levine, M.D.
- Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution by Johnathan Mooney, David Cole
- Multisensory Teaching of Basic Language Skills, 2nd Edition by Judith R. Birsh (Ed.)
- My Name is Brain Brian by Jeanne Betancourt
- The Difficult Child by Stanley Turecki, M.D., Leslie Tonner
- The Many Faces of Dyslexia by Margaret Byrd Rawson
- The Misunderstood Child: Understanding and Coping with Your Child's Learning Disability by Larry B. Silver, M.D.
- The Read Aloud Handbook by Trelease
- The Source for Dyslexia and Dysgraphia by Regina Richards

## Related Links: