

DYSLEXIA AS DEFINED IN TEC §38.003:

- Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.
- Related disorders include disorders similar to or related to dyslexia, such as developmental spelling disability.

Characteristics of Dyslexia

The primary difficulties of a student identified as having dyslexia occur in phonemic awareness and manipulation, single-word decoding, reading fluency, and spelling. Secondary consequences of dyslexia may include difficulties in reading comprehension and/or written expression. These difficulties are unexpected for the student’s age, educational level, or cognitive abilities. Additionally, there is often a family history of similar difficulties.

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

“One thing we know for certain about dyslexia is that it is one small area of difficulty in a sea of strengths.”
-Dr. Sally Shaywitz

Dyslexia Handbook



If you would like a printed copy, please contact Natalie Steele, Director of Special Programs.

Contact Us

May ISD is committed to providing every child an opportunity to be successful in his or her educational experience through early identification and intervention. If you feel your child exhibits characteristics of dyslexia, please contact your child's teacher.

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**May Independent
School District**



What is Dyslexia?

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

SERVICES AVAILABLE UNDER IDEA

Individuals with Disabilities Education Act (IDEA)
The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

ACCOMMODATIONS & MODIFICATIONS

Students with dyslexia who receive dyslexia instruction that contains the components that will be better equipped to meet the demands of grade-level or course instruction. In addition to dyslexia instruction, accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations:

Copies of notes • Note-taking assistance • Additional time on class assignments and tests •
Reduced/shortened assignments • Alternative test location • Priority seating assignment • Oral reading of directions or written material • Word banks • Audiobooks • Text to speech • Speech to text • Electronic spellers • Electronic dictionaries • Formula charts • Adaptive learning tools and features in software program

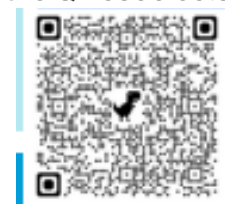
The following are the primary reading/spelling characteristics of dyslexia:

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



Evaluation

Child Find is a provision in the federal Individuals with Disabilities Education Act (IDEA), a federal law that requires the state to have policies and procedures in place to ensure that every student in the state who needs special education and related services is located, identified, and evaluated. The purpose of the IDEA is to ensure that students with disabilities are offered a free and appropriate public education (20 U.S.C. §1400(d); 34 C.F.R. §300.1). Because a student suspected of having dyslexia may be a student with a disability under the IDEA, the Child Find mandate includes these students. Therefore, when referring and evaluating students suspected of having dyslexia, LEAs must follow procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. For detailed information regarding Child Find scan the QR code below:



PROVIDERS OF DYSLEXIA INSTRUCTION

In order to provide effective intervention, school districts are encouraged to employ highly trained individuals to deliver dyslexia instruction.

Teachers, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers, who provide dyslexia intervention for students are not required to hold a specific license or certification. However, these educators must at a minimum have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. This includes 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. In addition, they must 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.

Effective Instruction

Effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. May ISD utilizes the Reading by Design program for dyslexia intervention. The curriculum meets all state requirements.