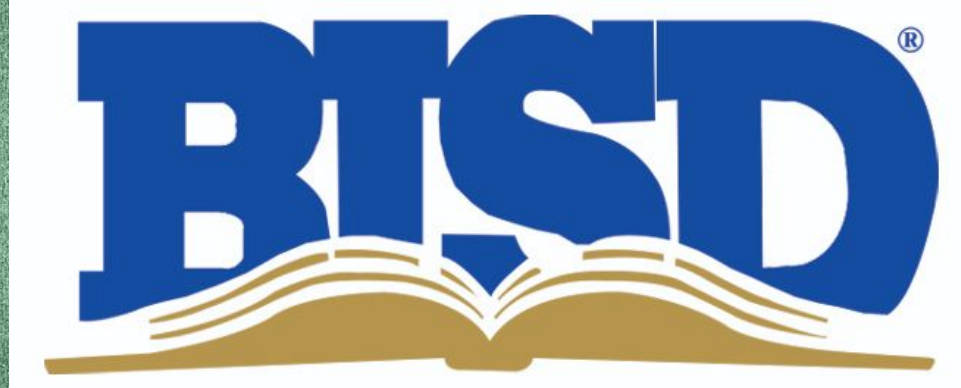
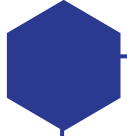


Dyslexia & Related Disorders

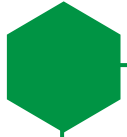
Parent Education Night
October 17, 2023



Objectives



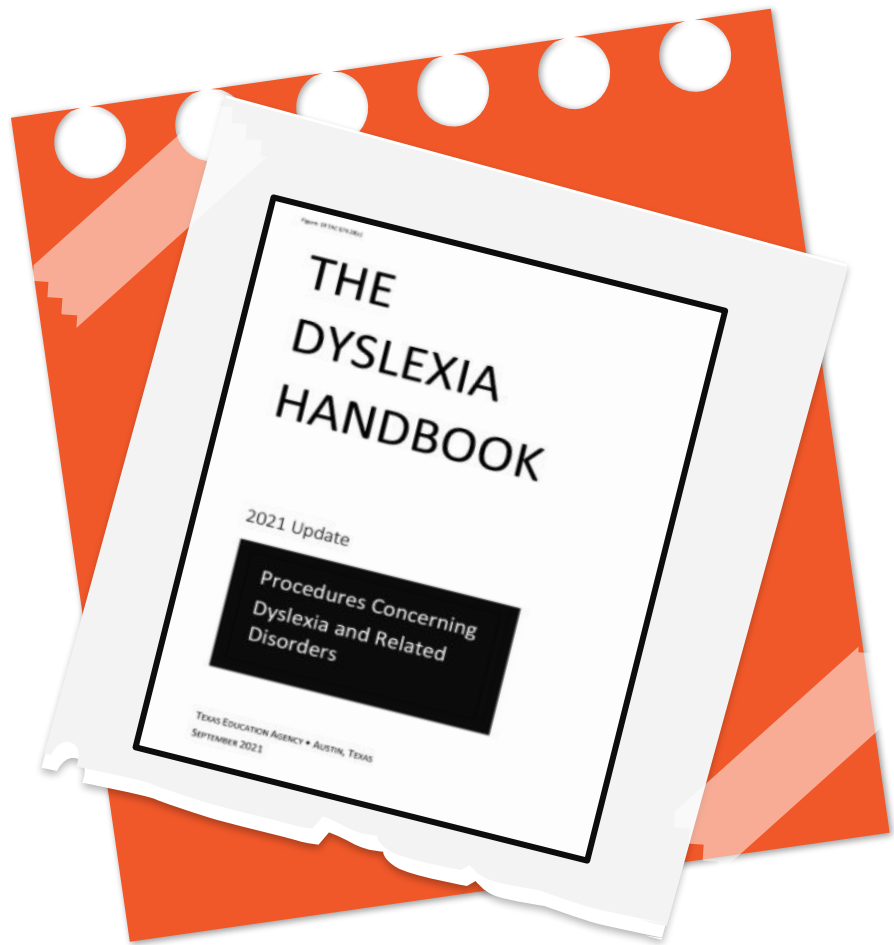
Dyslexia, defined



Evaluation process



Services and supports for learners with dyslexia



[The Dyslexia Handbook-2021 Update](#)

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

Dyslexia, defined

What is dyslexia & how can it be recognized



WHAT IS DYSLEXIA?

Definition of Dyslexia



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.

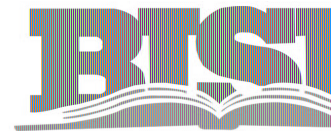
Adopted by the International Dyslexia Association Board of Directors, November 12, 2002
(*The Dyslexia Handbook*, 2021, 1)

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.”

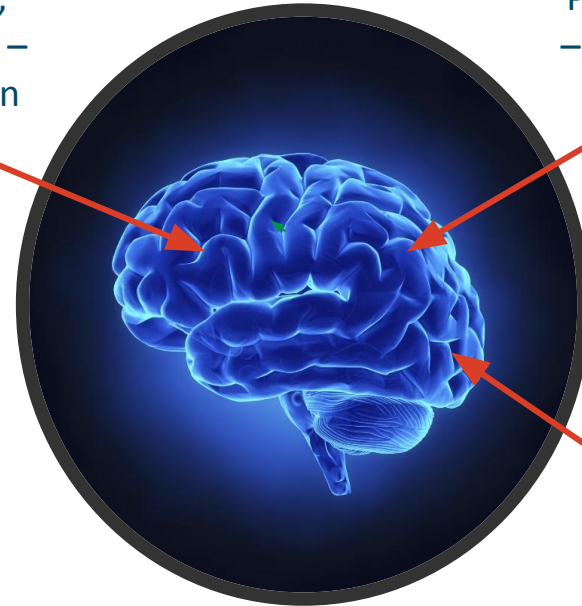
(International Dyslexia Association, 2002)

**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.**

(Shaywitz, 2020)

Broca's area,
Inferior gyrus –
overactivation

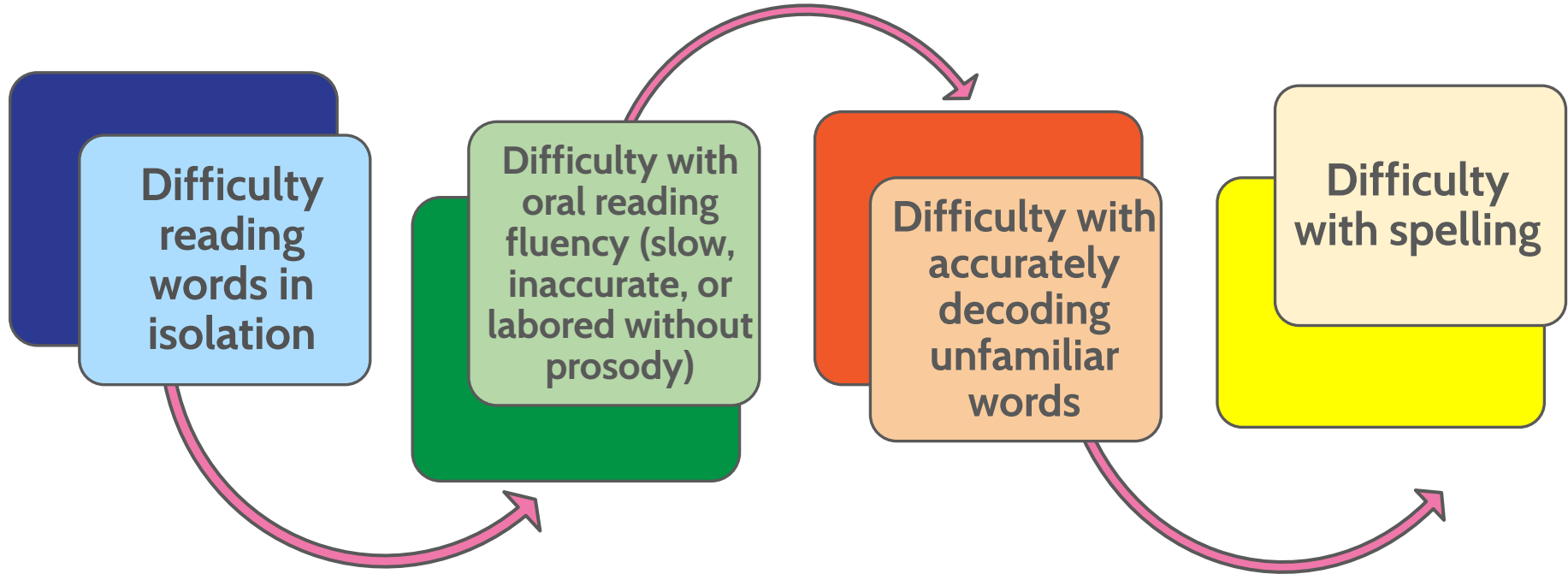
Parieto temporal
– underactivation



Occipital
temporal –
underactivation



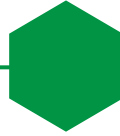
“that is characterized by...”



Secondary Consequences of Dyslexia



Difficulty with
aspects of reading
comprehension

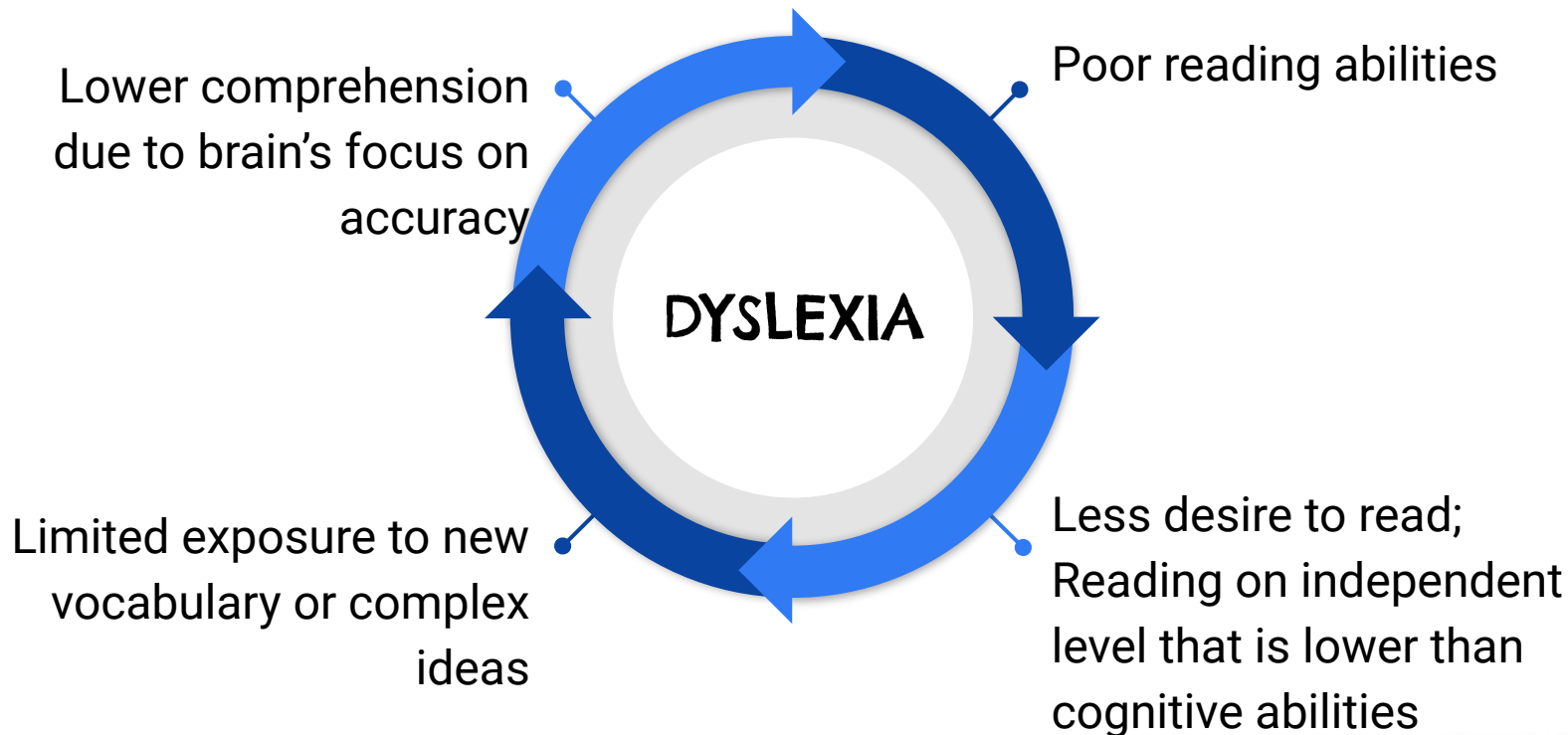


Difficulty with
aspects of written
language



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

Secondary Consequences of Dyslexia



Risk Factors and Look-fors

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 in 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 book is read aloud)



Risk Factors and Look-fors

Kindergarten and First Grade

- Difficulty breaking words into smaller parts (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
- 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”)



Risk Factors and Look-fors

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., 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



Risk Factors and Look-fors

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 (e.g., particularly for pleasure)
- 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



Risk Factors and Look-fors

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 with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language



Definition of Dysgraphia



THE DYSLEXIA HANDBOOK

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Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills-finding, retrieving, and producing letters, which is a subword-level language skills. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading” (Berninger, Richards, & Abbott, 2015)

(The Dyslexia Handbook, 2021 Update, 60)

Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by ***illegible and/or inefficient handwriting*** due to difficulty with letter formation. This difficulty is the result of deficits in ***graphomotor function*** (hand movements used for writing) and/or ***storing and retrieving orthographic codes*** (letter forms) (Berninger, 2015). Secondary consequences may include problems with ***spelling and written expression***. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.”

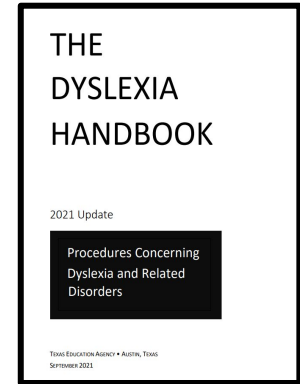
(The Dyslexia Handbook, 2021 Update, 60)

Dysgraphia Characteristics

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting

Additional consequences may also include:

- Difficulty with unedited written spelling
- Low volume of written output
- Problems with other aspects of written expression



Problem and Causes



THE DYSLEXIA HANDBOOK

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Disorders

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Difficulty you see



Handwriting

Legibility
Automaticity



**Orthographic
Processing**

Storing and retrieving
orthographic codes
(letter forms)

Possible Causes



Graphomotor

Hand movements used
for writing



Dysgraphia Can Be Caused By



- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

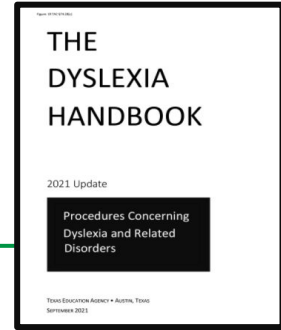


Evaluation Process

How to identify dyslexia and related disorders



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 a student is suspected of having dyslexia or a related disorder, the district must seek parental consent for a **Full Individual Initial Evaluation (FIIIE) under the IDEA.**



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



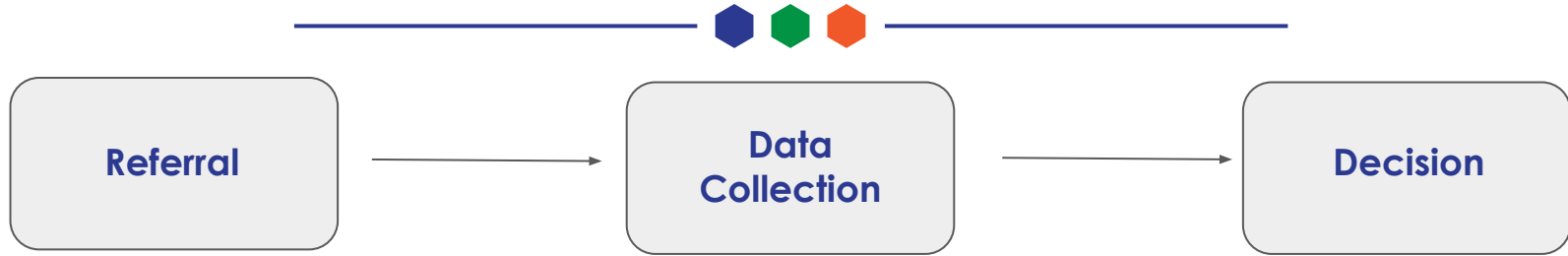
Process



1. Referral- A student is suspected of having dyslexia or a related disorder due to limited progress
2. Consent- for a **Full Individual and Initial Evaluation (FIIE)**
3. Data gathering- Includes data from referral, grades, observations, formal assessments, etc.
4. Meeting to determine eligibility- Does the student meet eligibility criteria?
5. Plan for success- Regardless of eligibility outcome, some sort of plan for success can be made for students who are struggling



Referral



A student can be referred for an evaluation at any time they are suspected of having dyslexia or a related disorder.

Once a referral has been made, campus teams collect and review quantitative and qualitative data.

If that analysis shows the student exhibits characteristics of dyslexia, the campus will move forward with request.

Data Gathering



Data from a variety of sources is gathered, including but not limited to:

- Grades
- Observations
- Formal assessments
- Teacher/Parent input
- Historical information
- Referral information

Services Through SpEd



What about students who currently receive evidence-based dyslexia programs through Section 504?

Section 504 committees will begin the process of discussing a student's continued need for dyslexia instruction.

If a student does require dyslexia instruction, a referral for an FIE through Special Education will be made. If not, the student can continue to receive accommodations through Section 504.

This process will be completed no later than the end of the 2024-2025 school year



Determining Eligibility



To be eligible for **Special Education** services, the committee must determine if:

- 1) the student has an IDEA eligible condition such as dyslexia; and
- 2) the student requires special education because of their condition

HB 3928 now defines any evidence-based dyslexia program as a **special education service**.



Plan for Success



If a student will require direct instruction for dyslexia, they are eligible for **Special Education** and their support will be developed within an **Individualized Education Plan (IEP)**.

Plans may include measurable annual goals, direct dyslexia instruction, special education consultation, accommodations, etc.



Services and Supports

Best practices for supporting learners with
dyslexia



Dyslexia Instruction



Critical Evidenced Based Components

- phonological awareness
- sound-symbol association
- syllabication
- orthography
- morphology
- syntax
- reading comprehension
- reading fluency

Delivery of Dyslexia Instruction

- 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



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. However, for a student to use an accommodation on a state assessment, it must be used routinely, independently, and effectively in the classroom.



- **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 for students who are eligible.
 - *Text-to-Speech
 - *Calculation Aids (gr. 5-7)
 - *Content & Language Supports
 - *Spelling Assistance
 - *Basic Transcribing
 - *Structured Reminders



Making Decisions About Accommodations

ALL decisions about a student's instructional and state assessment accommodations are data driven and made within the appropriate committee (Section 504 or ARD).

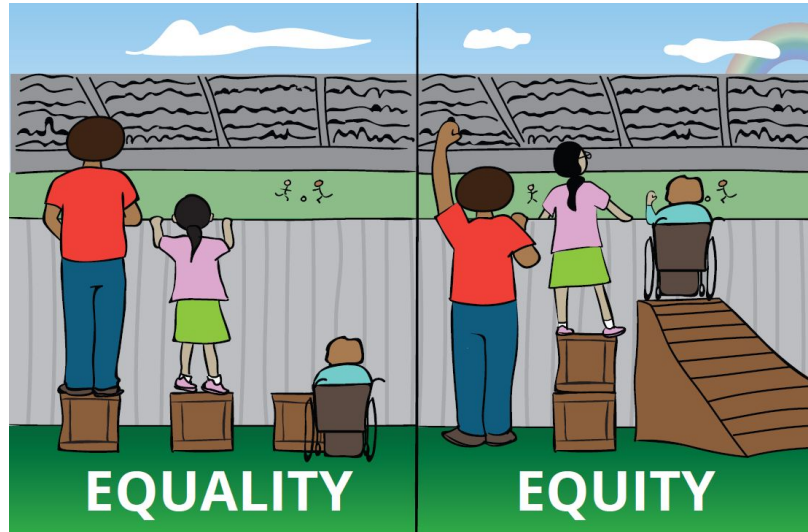


Photo credit



Talking Books Program



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

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](#)

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



Learning Ally



The Learning Ally Audiobook Solution is a multi-sensory reading accommodation that levels the playing field for students who struggle to read due to a reading deficit, providing them the opportunity to achieve in school and in life.

Learning Ally has web extensions and apps, so that students can access books on their bookshelf almost anywhere. Each student identified with dyslexia in BISD has free access to Learning Ally. Talk to your campus reading interventionist for more information.

<https://portal.learningally.org/Home?returnurl=%2f>



Parent Resources



- [BISD Dyslexia 101 for Parents](#)
- [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](#)



Parent Resources



[https://www.spedtex.org/
inquire@spedtex.org](https://www.spedtex.org/inquire@spedtex.org)
1.855.773.3839

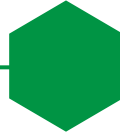


Dyslexia Contacts



State Dyslexia Helpline

1-800-232-3030



Emily Steele

Section 504 & Dyslexia
Coordinator

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@birdvilleschools.net

817.547.5729



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Coordinator, Dyslexia

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Questions?



Comments?



Rotation Stations

- Resources
- Lexia
- Audiobooks
- Dyslexia Identification
- Dyslexia Instruction
- Bilingual Dyslexia Instruction
- Post Secondary

