

TAYLOR INDEPENDENT SCHOOL DISTRICT

# Dyslexia Program Informational Night

February 2024

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# Agenda

- Characteristics of Dyslexia
- Intervention & Screening Info
- Dyslexia Evaluation Info
- Dyslexia Instruction
- Accommodations for Dyslexia
- Effective Strategies for Parents
- Resources
- Contact Information

# Texas Dyslexia Handbook, 2021

## Appendix A - Dyslexia Handbook FAQ

TISD Website



TEA's Dyslexia & Related Disorders Website



### THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning  
Dyslexia and Related  
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS  
SEPTEMBER 2021



### EL MANUAL SOBRE LA DISLEXIA

Versión 2021

Procedimientos sobre  
la dislexia y trastornos  
relacionados

AGENCIA DE EDUCACIÓN DE TEXAS • AUSTIN, TEXAS  
SEPTIEMBRE 2021



# What is Dyslexia?

Texas Education Code (TEC) 38.003 defines it as:

“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.

# What is Dyslexia?

***The International Dyslexia Association 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

# What is Dyslexia?



# Characteristics of Dyslexia

## Primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

\*It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.



# Characteristics of Dyslexia

The reading/spelling characteristics most often associated with dyslexia are the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

# Early Intervention & Screening

The early identification of students with dyslexia along with corresponding early intervention programs for these students will have significant implications for their future academic success.

- Early identification is critical because the earlier the intervention, the easier it is to remediate
- Inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy
- If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent

# Dyslexia Screening in TISD

TEA requires that all kindergarten and first-grade public school students be screened for dyslexia and related disorders.

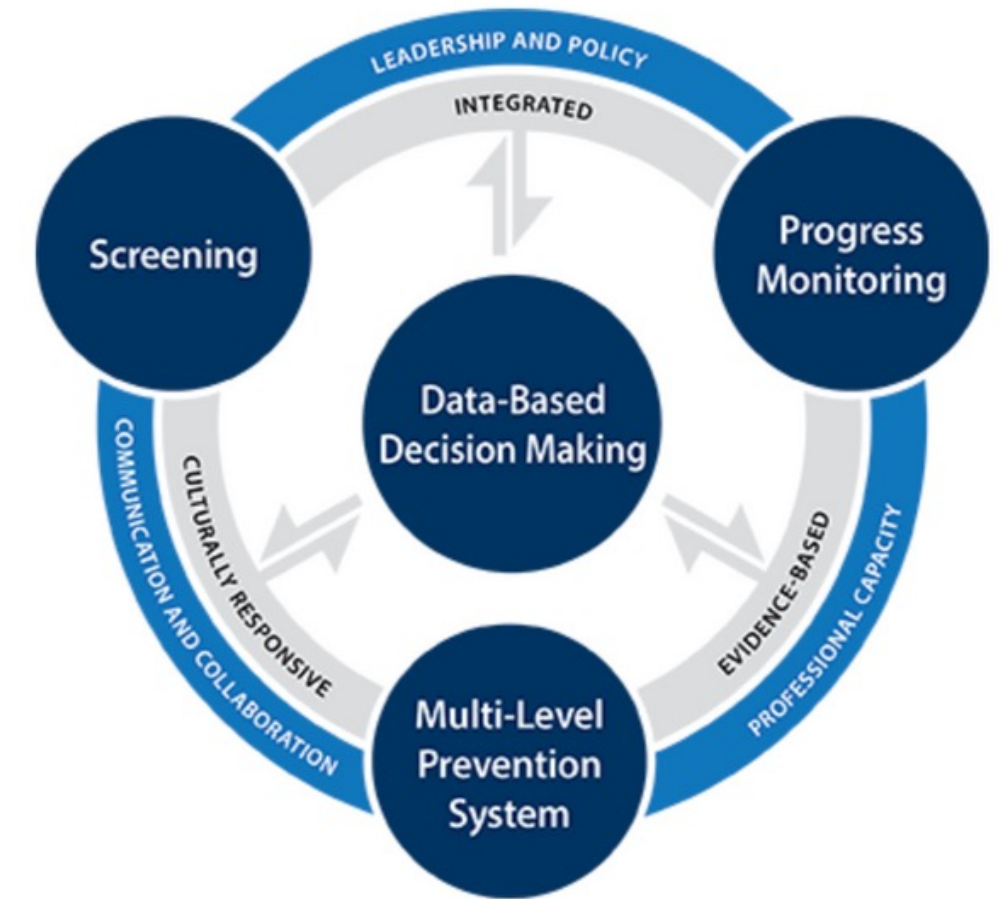
- Kindergarten- by the end of the school year
- 1st Grade- by the middle of the year

Screening includes:

- Administration of a state approved reading instrument
- Review of individual student data looking specifically for the characteristics of dyslexia
- Parent Notification requirements
- Interventions based on needs

# Multi-Tiered System of Supports (MTSS) Process

- In Texas and throughout the country, there is a focus on Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) as a vehicle for meeting the academic and behavioral needs of all students.
- It is important to note that progression through MTSS/RTI is **not** required in order to begin the identification of dyslexia.
- The use of tiered intervention may be part of the identification and data collection process, but it is **not** required and must **not** delay or deny an evaluation for dyslexia.



# Twice Exceptional Students (2E)

**Twice exceptional, or 2e,** is a term used to describe students who are both intellectually gifted and learning disabled, which may include students with dyslexia.

## ***Characteristics***

- Superior oral vocabulary
- Advanced ideas and opinions
- High levels of creativity and problem-solving ability
- Extremely curious, imaginative, and questioning
- Discrepant verbal and performance skills
- Clear peaks and valleys in cognitive test profile
- Wide range of interests not related to school
- Specific talent or consuming interest area
- Sophisticated sense of humor

# Current Information on Eligibility IDEA (Special Education)

The 2021 updated Texas Dyslexia Handbook created a single pathway to identification of dyslexia. Therefore, when referring and evaluating students suspected of having dyslexia, TISD must follow procedures for conducting a full individual and initial evaluation (FIIIE) under the IDEA.

Prior to beginning an evaluation the parent/guardian must be given a copy of the Notice of Procedural Safeguards, Notice of Evaluation, and sign consent for the evaluation.

Parents always have a right to request a referral for a dyslexia evaluation at anytime.

# Information on IDEA Evaluation (Special Education)

Evaluation will consider eligibility as a student with a specific learning disability with the condition of dyslexia.

A pattern of strengths and weaknesses will be considered in either academic, cognitive, or both.

Evaluation will include information from multiple sources including:

- Parent information
- Teacher information
- Information from formal assessments: achievement, cognitive, oral language, and assessments of underlying skills for reading and writing.

Determination of eligibility and services needed will be determined by the ARD committee. Services can be provided in both the general education and special education setting.

# Information on Evaluation and Eligibility

A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Reading words in isolation
- Decoding unfamiliar words accurately and automatically
- Reading fluency for connected text (rate and/or accuracy and/or prosody)
- Spelling (an isolated difficulty in spelling would not be sufficient to identify dyslexia)

Evaluations consider data in the following areas:

Academic: 1) Letter Knowledge (name and associated sound) 2) Reading words in isolation 3) Decoding unfamiliar words accurately 4) Reading fluency (rate, accuracy and prosody) 5) Reading Comprehension 6) Spelling

Cognitive Processes: 1) Phonological/phonemic awareness 2) Rapid naming of symbols or objects



# Information on Evaluation and Eligibility

Based on the *TEA Dyslexia Handbook, 2021 Update*, there are several questions that must be considered to determine if an individual meets the criteria for dyslexia.

## Questions to Determine the Identification of Dyslexia

- *Does the data show the following characteristics of dyslexia?*
  - Difficulty with accurate and / or fluent word reading
  - Poor spelling skills
  - Poor decoding ability
- *Do these difficulties (typically) result from a deficit in the phonological component of language?*
- *Are these difficulties **unexpected** for the student's age in relation to the student's other abilities and provision of effective classroom instruction?*

\*It is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.

# I think my child has dyslexia... what should I do?

## PreK-Kinder

- All children are learning about the sounds in words along with letters with a focus on phonemic awareness and phonics
- PreK & Kinder are required to administer reading assessments multiple times a year which include a data review process
  - Parent Reports will be sent out for all students after each assessment
- Required dyslexia screening at the end of year in Kinder
  - Ask to see your student's assessment reports
  - Talk to your child's teacher about concerns and the interventions happening at campus

## 1st-2nd grade

- All children are learning letters and sounds with a focus on phonics and spelling
- 1st/2nd grade are required to administer reading assessments 3X a year which include a data review process
  - Parent Reports will be sent out for all students after each assessment
- Required dyslexia screening happens by middle of the school year in 1st grade
  - Ask to see your student's assessment reports
  - Talk to your child's teacher about concerns and the interventions happening at campus
  - Ask for an MTSS meeting to review concerns and intervention progress

# Dyslexia Instruction

Dyslexia instruction provides **evidence-based, multisensory** structured literacy instruction for students with dyslexia.

A standard protocol dyslexia instructional program must be **explicit, systematic, and intentional** in its approach.

This instruction is designed for all students with dyslexia and will often take place in a **small group setting**. Must be—

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.

# Effective Delivery of Dyslexia Instruction

- **Simultaneous, Multisensory (VAKT)**— Teaching is done using all learning pathways in the brain (visual, auditory, kinesthetic, tactile) simultaneously in order to enhance memory and learning.
- **Systematic and Cumulative**— Multisensory language instruction requires that the organization of material follow order of the language.
- **Explicit Instruction**— Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information.
- **Diagnostic Teaching to Automaticity**— The teacher must be adept at prescriptive or individualized teaching.
- **Synthetic Instruction**— Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole.
- **Analytic Instruction**— Analytic instruction presents the whole and teaches how this can be broken into its component parts.

# Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological Awareness**—Phonological awareness is the understanding of the internal sound structure of words.
- **Sound-Symbol Association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds.
- **Syllabication**—A syllable is a unit of oral or written language with one vowel sound. Instruction must include the six basic types of syllables in the English language
- **Orthography**—Orthography is the written spelling patterns and rules in a given language.
- **Morphology**—Morphology is the study of how morphemes are combined to form words.
- **Syntax**—Syntax is the set of principles that dictate sequence and function of words in a sentence in order to convey meaning.
- **Reading Comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading.

# Qualifications of Those Delivering Services

- Highly trained individuals to deliver multisensory instruction
- Must have additional documented dyslexia training aligned to 19 TAC §74.28(c)
- Must deliver specified program of instruction with fidelity
- Prepared to use the techniques, tools, and strategies outlined in *The Dyslexia Handbook, 2021 Update*
- Serve as trainers and consultants in dyslexia and related disorders for staff
- Instructors are not required to hold a specific license or certification

# Common Classroom Accommodations

- Accommodations provide 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.

Copies of notes • Note-taking assistance • Additional time • 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

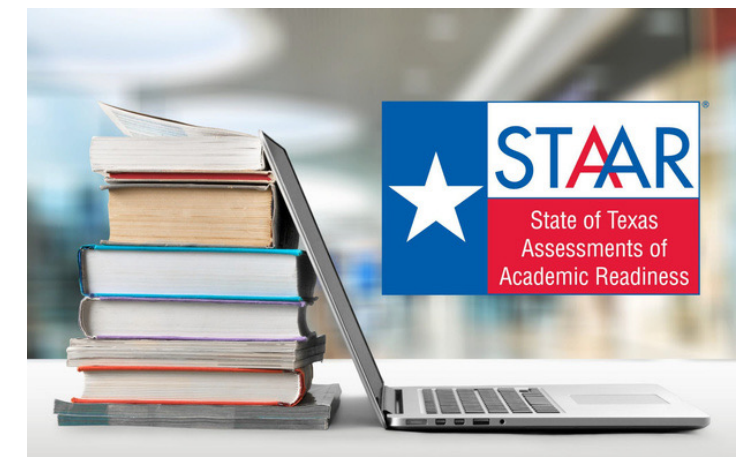
- Adaptive learning tools and features in software programs

# Common STAAR Accommodations

Locally approved supports for students who meet eligibility criteria. Accessibility is based on student needs and is determined in 504/ARD meetings.

These may include but are not limited to the following:

- Content and Language Supports
- Oral administration- Text to Speech
- Spelling assistance- Speech to Text
- Individualized Structured Reminders
- Supplemental Aids- blank graphic organizers, etc







# tips

to support dyslexic  
minds at home

• • •  
• • • MADE BY  
• • • DYSLEXIA

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# tip 1

## Spot the strengths.

The most transformative thing you can do for a dyslexic child is to help them spot their dyslexic strengths. Every dyslexic child has them. These are the things they are naturally good at and love to do.

- Many dyslexics are brilliant at sport or music, art or dancing.
- Others are great at understanding how others feel.
- Some dyslexics are experts at exploring and finding out all there is to know about a topic they're interested in.
- When they find and focus on their dyslexic strengths, kids who are Made By Dyslexia are unstoppable.

Have a look at our book, *Xtraordinary People*, to find out the 7 Dyslexic Thinking Skills and see which one (or more!) your child has.



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## tip 2

### A multisensory approach works best.

Dyslexic learners (and all learners, in fact!) love to explore with their senses. Watching, listening, touching (or getting hands on), learning through movement,

- Can you find songs about your study topic on YouTube?
- Can you make up funny mnemonic to remember spellings?
- Can your child spell words in a tray of shaving foam, sand or glitter?
- Could they make the word in play doh?
- Can you try different strategies in maths? Counting on fingers? Counting objects? Making tallies?





## tip 3

### Use assistive technology, to give a helping hand.

Technology can help level the playing field for dyslexic learners, allowing them to focus on their strengths like imagining and storytelling, without getting tripped up by spelling, punctuation and grammar.

- Can you use Microsoft's Immersive Reader to read text online? This can be great for English Comprehension, wordy maths problems and more.
- Can they type their assignment on a computer? Using predictive text, or spell check, can help fix spelling mistakes without a fuss.
- Can they record 'voice notes' to answer questions verbally, to demonstrate their knowledge? Homework platforms like Showbie let you do this.



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# tip 4

## Time and patience.

Many Dyslexic learners have a slower processing speed, so it takes us longer to read and decode chunks of information. However, we flourish when we are given time to understand, plan and respond.

### Be patient and always allow:

- Time to process the assignment or question
- Time to plan their approach or think of the answer (mindmaps are great!)
- Time to respond – either verbally or in writing

**And lots of praise to boost their confidence along the way.**

# tip 5

## Positive praise.

It's so important that dyslexic children hear positive praise. Research suggests that we are most motivated to improve when we hear negative and positive comments in a ratio of 1:5. That's 5 pieces of praise for every 1 negative comment.

Positive praise is vital for our self-esteem and makes sure we stay motivated to keep learning, even when things are tough.



# Resources



**Talking Book Program**

*Helping Texans read since 1931.*

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



<https://dyslexiaida.org/fact-sheets/>

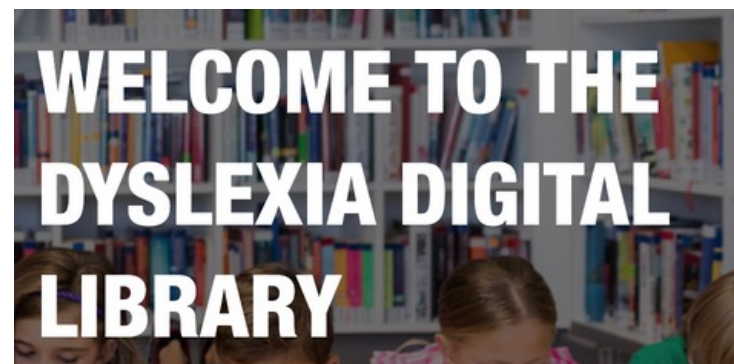


<https://learningally.org/>



MADE BY  
DYSLEXIA

<https://www.madebydyslexia.org/parents/>



<https://dyslexialibrary.org/?log=318982289>



Snap&Read



Co:Writer

<https://learningtools.donjohnston.com/learning-academy/>

# The Gift of Dyslexia





# Contact Information

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# Campus Dyslexia Teachers' Contact Information

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**Main Street Elementary-** KatiAnn Philhower [kphilhower@taylorisd.org](mailto:kphilhower@taylorisd.org)

**Taylor Middle School-** Haley Wright [hwright@taylorisd.org](mailto:hwright@taylorisd.org)

**Taylor High School-** Tracie Donahue [tdonahue@taylorisd.org](mailto:tdonahue@taylorisd.org)

# Resources

- [The Texas Dyslexia Handbook 2021 Update](#)
- [Appendix A - Dyslexia Handbook FAQ \(Updated March 18, 2022\)](#)
- [TEA Dyslexia and Related Disorders Website](#)
- [International Dyslexia Association \(IDA\) website](#)
- [IDA Dyslexia Handbook: What Every Family Should Know](#)

TAYLOR INDEPENDENT SCHOOL DISTRICT

Thank you for attending.

Please reach out with any  
questions or needs.

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