| **Effective Strategies** **Contacts for Further** **Information** Explicit and systematic instruction **Castro County SSA:** in phonological awareness, **806-938-2143 ext. 2030** phonics and word recognition, spelling, fluency, vocabulary, and *Special Education Director:* comprehension is key to teaching Keely Williams dyslexia students, as well as: *Dyslexia Specialist:* Katy Schulte • Self-monitoring strategies **Parent Resources** • Memory techniques to remember processes • Explicitly teach and practice skills *International Dyslexia Association* dyslexiaida.org for organizing, time management, and reviewing information *Academic Language Therapy* *Association* altaread.org **Possible Accommodations** *Bookshare* bookshare.org/cms/ •Copies of notes (e.g., teacher- or peer-provided) • Note-taking assistance • Additional time on class assignments and tests *Learning Ally* • Reduced/shortened assignments (e.g., chunking learningally.org/state-landingpages/texas assignments into manageable units, fewer items given on a classroom test or homework *Talking Book Program* assignment without eliminating concepts, or student planner to assist with assignments) tsl.texas.gov/tbp/index.html • Alternative test location that provides a quiet environment and reduces distractions *Dyslexia Handbook* • Priority seating assignment • Oral reading or directions or written material **English -** • Word banks https://tea.texas.gov/sites/default/files/texas-dyslexia-handbo ok-2021.pdf • Audiobooks **Spanish -** • Text to speech https://tea.texas.gov/sites/default/files/spanish-dyslexia-hand • Speech to text book.pdf• Electronic spellers • Electronic dictionaries • Formula charts • Adaptive learning tools and features in software programs  | **Castro County SSA** **Dyslexia Program** ***Awareness for Educators*** ***and Parents*** *For more information on eligibility,* *evaluation requests, and services* *available under IDEA and the* *Rehabilitation ACT, Section 504, and response to intervention, please visit:* https://framework.esc18.net/Documents/ARD\_Guide\_ ENG.pdf |
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| **Instruction:** **What is Dyslexia?** **Reading By Design** **The current definition from the** **International Dyslexia Association** The Region 4 ESC Reading by Design **states:** Program is a systematic, multisensory set of instructional routines. Dyslexia is a specific learning disability The program entails: that is neurobiological in origin. It is characterized by difficulties with accurate ● Phonological Awareness and/or fluent word recognition and by ● Sound Symbol Association poor spelling and decoding abilities. ● Orthography These difficulties typically result from a ● Morphology deficit in the phonological component of ● Syntax language that is often unexpected in ● Reading Comprehension relation to other cognitive abilities and the ● Reading Fluency 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. Referenced in 2021 Dyslexia Handbook **Who Delivers Instruction?** Instruction is delivered 4 times per week for 45 minutes by a Dyslexia Specialist who has been trained in the program. | **Assessment and** **Identification** All public ‐school students are required to be screened for dyslexia while in kindergarten and grade 1. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders “at appropriate times” (TEC §38.003) **Questions for Determining Dyslexia** 1. Does the data show the following characteristics of dyslexia? • Difficulty with accurate and/or fluent word reading • Poor spelling skills • Poor decoding ability 2. Do these difficulties (typically) result from a deficit in the phonological component of language? 3. Are these difficulties unexpected for the student’s age in relation to the student’s other cognitive abilities and provision of effective classroom instruction? |
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