| **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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