

# DYSLEXIA



# DYSLEXIA

## 1. DEFINITIONS AND CHARACTERISTICS OF DYSLEXIA

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays the 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.

TEC §38.003 defines dyslexia and related disorders in the following way:

*“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.*

*“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.*

TEC §38.003(d)(1)-(2) (1995)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

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

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.

Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

# PRIMARY CHARACTERISTICS OF DYSLEXIA



## What Dyslexia Is... and Is Not

Texas Education Code §38.003 defines dyslexia and related disorders as “a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.”

### Dyslexia is:

- ✓ A reading disorder that affects a person’s ability to read and spell words, despite receiving evidence-based reading instruction
- ✓ Often associated with deficits in phonological awareness, which refers to the ability to identify and manipulate sounds in language
- ✓ A word reading difficulty that is best identified early to provide effective intervention with the greatest chance of minimizing negative effects
- ✓ Present in individuals with a range of intellectual capabilities and with diverse cultural and linguistic backgrounds

### KEY TERMS

**Phonological awareness** is the understanding of the sound system that makes up a language. Language contains whole words, whole words contain syllables, and syllables contain individual phonemes.

A **phoneme** is the smallest unit of sound in speech. For example, the word *chip* is made up of three phonemes: /ch/ /i/ /p/.

**Phonemic awareness** is the ability to identify and manipulate individual phonemes, or sounds in a word.

### Dyslexia is NOT:

- ✗ A result of poor teaching or a student’s lack of effort
- ✗ A visual disorder that can be corrected with vision therapy
- ✗ A broad term that refers to any and all general difficulties in reading
- ✗ A sign of or result of low intelligence
- ✗ Outgrown over time



# WHAT IS DYSLEXIA... AND IS NOT

# COMMON CHARACTERISTICS OF DYSLEXIA

## Common Characteristics of Dyslexia

The following characteristics are commonly associated with dyslexia at different stages or grade levels; however, students with dyslexia may also exhibit characteristics from earlier or later grades.

### Preschool

- History of speech and/or language delays or difficulties
- Difficulty with phonological awareness skills, such as identifying the number of words in a sentence or syllables in a word (after receiving instruction in these skills)
- Trouble learning and naming letters and numbers (after receiving instruction in these skills)

### Kindergarten

- Difficulty identifying letters by name
- Difficulty identifying, segmenting, and blending syllables and individual sounds in words
- Difficulty connecting sounds with letters

### Grades 1-2

- Difficulty reading words accurately
- Poor reading fluency (e.g., reading is slow, inaccurate, and/or without expression)
- Reliance on picture clues, story theme, or guessing at words
- Poor comprehension of the text due to inaccurate and slow reading
- Poor spelling and written expression

### Late Elementary

- Continued slow and inaccurate reading
- Difficulty reading multisyllabic words
- Avoidance of reading (particularly for pleasure)
- Inaccurate spelling
- Poor comprehension of text, due to slow and inaccurate reading
- Difficulty learning from text across subjects
- Difficulty completing written assignments

### Middle and High School

- Continued slow and inaccurate reading
- Inaccurate spelling
- Reading requires significant time and effort
- Difficulty learning from text across subjects
- Difficulty completing written assignments

### Secondary Impacts of Dyslexia

Dyslexia may lead to additional difficulties with the following:

- Stress and anxiety
- Distraction and frustration
- Struggle with organization
- Low self-esteem; inability to see oneself as a reader
- Avoiding tasks that involve reading and writing



Learning to Read

Reading to Learn

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# SECONDARY EFFECTS

## Reading Challenges

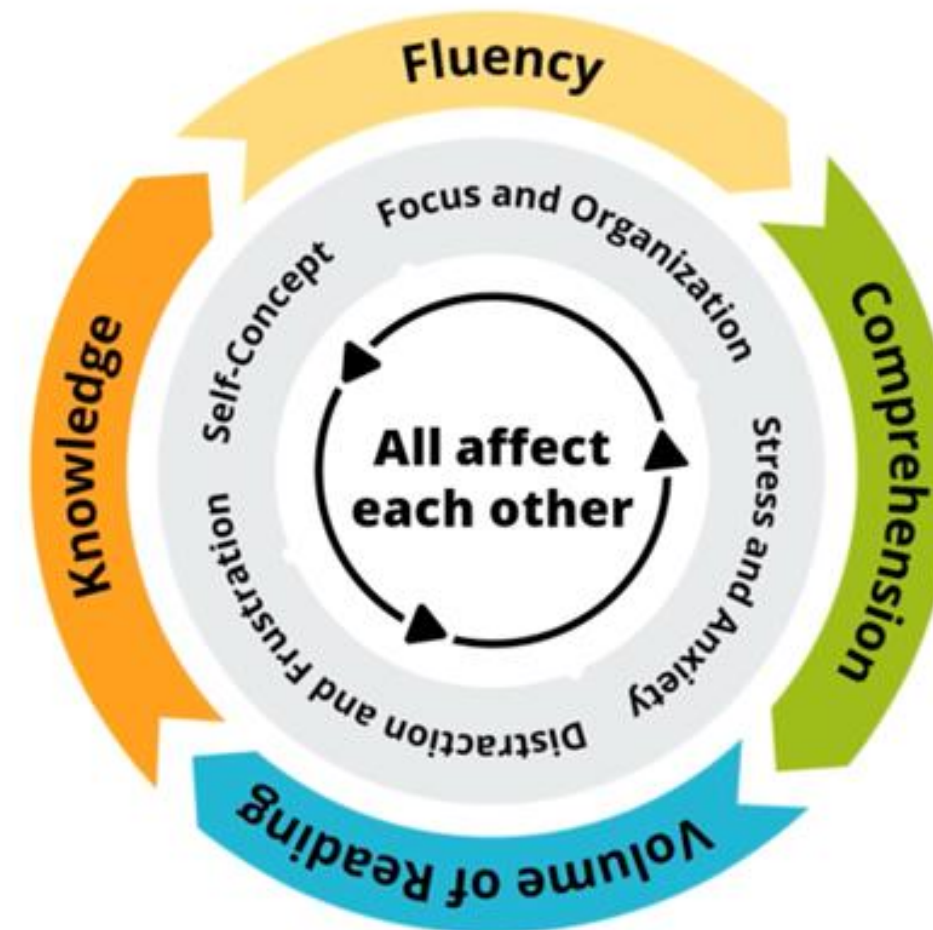
The struggles that students experience at the word reading level have secondary effects. Students read laboriously, with reduced fluency, which reduces their ability to comprehend what they're reading. This then reduces the amount students are reading and the amount of knowledge they are gaining from reading, which in turn negatively affects their ability to read well.

## Social-Emotional Challenges

This cycle also affects students at a social and emotional level, as we heard from students in the introductory video. It is discouraging for students to experience reading difficulties, lowering their sense of self as competent readers, learners, and people. When students use their cognitive resources on the difficult task of decoding at the word level, they have a decreased ability to focus and organize their thoughts at work. They are less able to focus on meaning, which is the ultimate goal of reading.

## Ongoing Effects

Over time, students with dyslexia can experience increased levels of stress, anxiety, and frustration without adequate support to become proficient readers. They may start to engage in challenging behavior such as disrupting lessons or disengaging from instruction, which in turn affects their mastery of academics.



# DYSLEXIA

## KINDER & FIRST GRADE

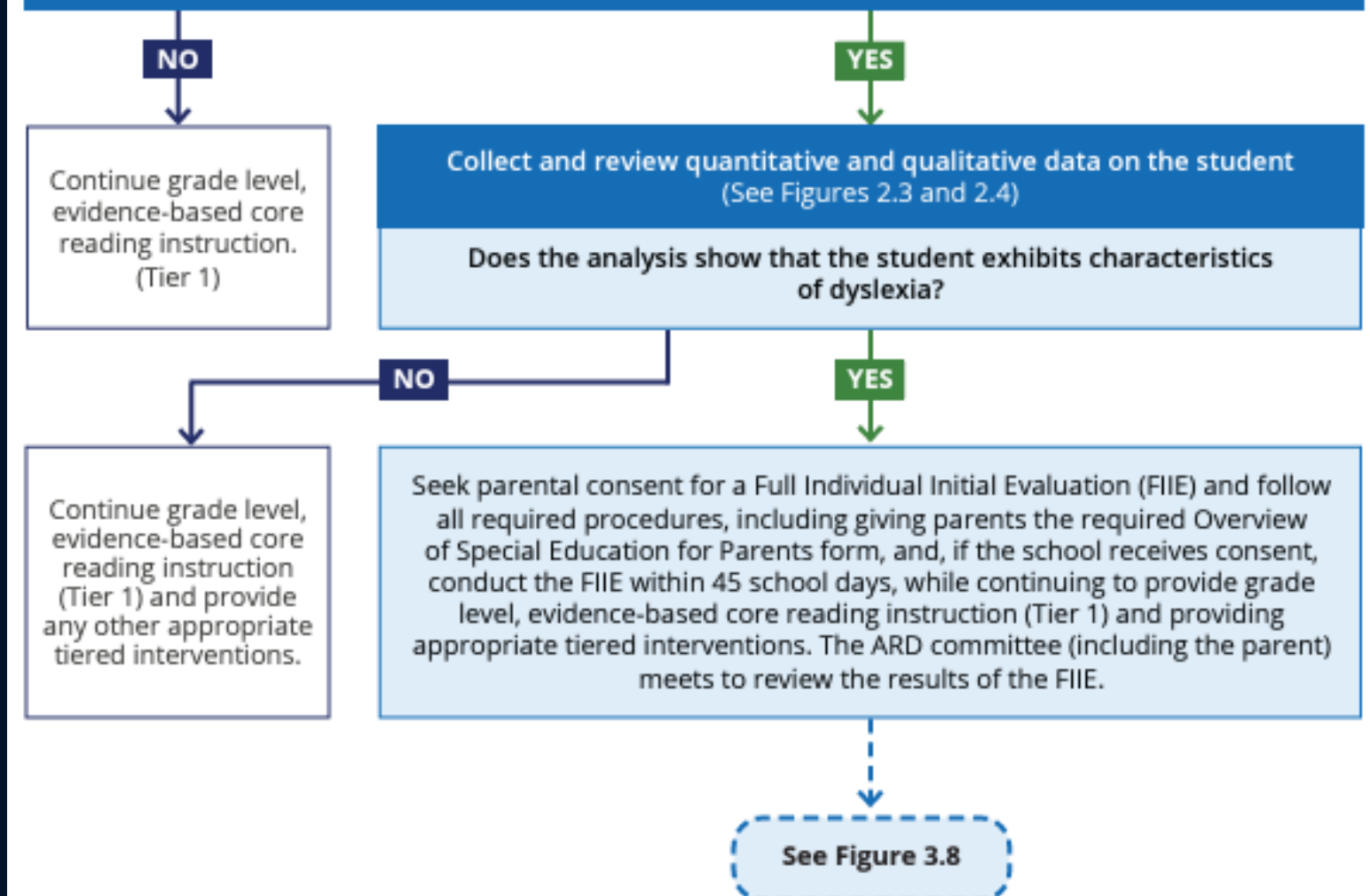
Figure 2.5 Universal Screening and Data Review for Reading Risk

### Universal Screening and Data Review for Reading Risk

In kindergarten and first grade, universal screening for reading and dyslexia is administered as required by TEC §28.006 and §38.003(a)

- Kindergarten students must be administered a reading instrument at the beginning of the year (BOY), and may be administered a reading instrument at middle of year (MOY), and end of year (EOY)
- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be administered a reading instrument at BOY and may be administered a reading instrument at MOY, and EOY
- First grade students must be screened for dyslexia not later than January 31.

Does the screener show the student MAY be at risk for reading difficulties?



# DYSLEXIA SEVENTH GRADE REQUIREMENTS

## State Requirements

In 2017, the 85th Texas Legislature passed HB 1886, amending TEC §38.003, Screening and Treatment for Dyslexia to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

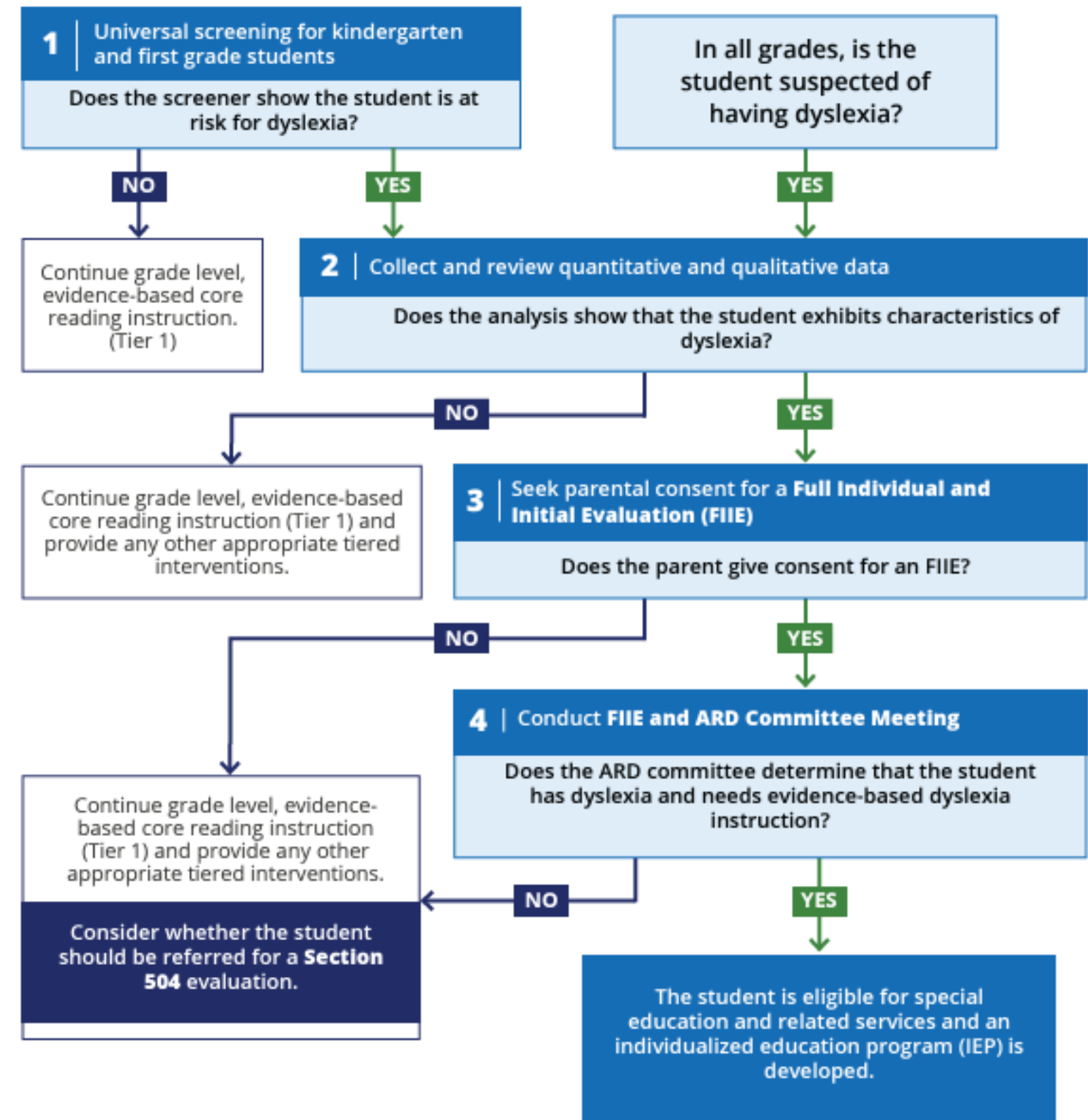
In response to the screening requirements of HB 1886, the SBOE amended its rule in 19 TAC §74.28, Students with Dyslexia and Related Disorders. While this rule speaks primarily to evaluation and identification of a student with dyslexia or related disorders, it also requires that evaluations only be conducted by appropriately trained and qualified individuals. Guidelines regarding the required screening for kindergarten and first-grade students are discussed in Part B of this chapter.

A related state law adds an additional layer to screening requirements for public school students. TEC §28.006, Reading Diagnosis, requires each school district to administer to students in kindergarten, first grade, and second grade a reading instrument to diagnose student reading development and comprehension. This law also requires school districts to administer a reading instrument at the beginning of seventh grade to students who did not demonstrate reading proficiency on the sixth-grade state reading assessment. The law requires each school district to administer to kindergarten students a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The commissioner must adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension. Districts are permitted to use reading instruments other than those adopted by the commissioner for first, second, and seventh grades only when a district-level committee adopts these additional instruments. TEC §28.006(d) requires each district to report the results of these reading instruments to the district's board of trustees, TEA, and the parent or guardian of each student.

# DYSLEXIA UNDER SPECIAL EDUCATION

Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

## Pathway for the Identification and Provision of Instruction for Students with Dyslexia





# SPECIAL EDUCATION DEPARTMENT INITIAL REFERRAL

To evaluate, a campus MUST collect quantitative and qualitative data.



Special Education Department



## INITIAL REFERRAL PACKET

Student's Name: \_\_\_\_\_ ID/SS: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Campus: \_\_\_\_\_ AGE: \_\_\_\_\_ Grade: \_\_\_\_\_

Mark if Private School Student/Name of School: \_\_\_\_\_

Mark if complete	SPEECH ONLY REFERRAL
	Pages 1-18 of Special Education referral packet <input type="checkbox"/> (Provide parent with copy of Notice of Procedural Safeguards & Parent's Guide to the Admission, Review, and Dismissal Process)
	Requested School Information <input type="checkbox"/> Skyward Grades Report <input type="checkbox"/> LPAC Recommendation <input type="checkbox"/> DMAC Student Portfolio Data Rep. <input type="checkbox"/> Skyward Attendance Report <input type="checkbox"/> Linguistic Accommodations <input type="checkbox"/> Home Language Survey <input type="checkbox"/> Skyward Discipline Report <input type="checkbox"/> Student work samples
	RTI Speech /Language Teacher Interview form Screening Checklist
Mark if complete	FULL AND INDIVIDUAL EVALUATION: SLD / OHI / AU / ED / ID / VI / DHH / OI / DB / TBI / /SPEECH/DYSLEXIA
	Pages 1-18 of Special Education referral packet <input type="checkbox"/> (Provide parent with copy of Notice of Procedural Safeguards & Parent's Guide to the Admission, Review, and Dismissal Process)
	Requested School Information <input type="checkbox"/> Skyward Grades Report <input type="checkbox"/> LPAC Recommendation <input type="checkbox"/> Home Language Survey <input type="checkbox"/> Skyward Attendance Report <input type="checkbox"/> Linguistic Accommodations <input type="checkbox"/> Amplify (k-2), IReady (2-5) IXL (6-12) <input type="checkbox"/> Skyward Discipline Report <input type="checkbox"/> DMAC Student Portfolio Data Rep. <input type="checkbox"/> Student work samples
	RTI Intervention Plan or 504 Intervention/Accommodation plan
	RTI Dyslexia Screening Checklist *(ONLY if there is a suspicion of dyslexia)
	RTI Positive Behavior Support Plan OR 504 Behavior Plan *(ONLY if Behavior is a concern) <input type="checkbox"/> Skyward Counseling Log
	Vanderbilt ADHD/ADD Teacher rating scale *(ONLY if referring for ADHD/ADD)

When the information listed above has been completed, please submit the REFERRAL PACKET to the Special Education Department. Incomplete referrals may result in a Notice of Refusal to Evaluate.

Reviewed by SLP/Ed Diag/LSSP: \_\_\_\_\_ Counselor submitting Referral: \_\_\_\_\_

### Special Education Office Use Only

(SLP/Ed Diag/LSSP complete this section prior to counselor submitting referral)

EVALUATION(S) REQUESTED		
<input type="checkbox"/> Speech Impairment	<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Deaf-Blind
<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Visual Impairment (Eye Medical/Functional V/O&M)	<input type="checkbox"/> DHH (Audiological/Otological/Communication)	<input type="checkbox"/> Orthopedic Impairment
		<input type="checkbox"/> Psychological: ED/AU
SERVICES TO BE CONSIDERED		
<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> FBA/BIP	<input type="checkbox"/> In Home Parent Training
<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Counseling	
<input type="checkbox"/> Adaptive PE	<input type="checkbox"/> Assistive Technology	

Special Education Intake Clerk: \_\_\_\_\_ DATE REFERRAL RECEIVED: \_\_\_\_\_

# CLASSROOM & TESTING ACCOMMODATIONS

**(Review Slides 11-19 at your own pace.)**

## Reasonable Accommodations

- Highlight essential information
- Use a place marker
- Use audio recording device
- Repeat directions
- Provide a copy of lesson notes
- Graphic Organizers
- Mnemonic Devices
- Change response mode
- Provide an outline of the lesson
- Planners
- Turn lined paper vertically for math
- Orally read questions and answer choices
- Small group
- Extended time for completion of assignments
- Large Print
- Audio Books
- VIDEO: <https://www.edutopia.org/video/supporting-students-dysgraphia>

# ORTHOGRAPHIC FLUENCY- MOVING WORDS TO INSTANT WORD RECOGNITION

- “Average” learners require 1-4 exposures to a new word to instantly recognize them.
- Students with weak phonological processing skills can require up to *500-1500 repetitions* to reach the same level of automaticity.

# TEXTBOOKS AND CURRICULUM

## Curriculum

- **Provide shortened assignments (focus on mastering key concepts)**
- **Provide shortened spelling lists (focus on mastering words developmentally appropriate)**
- **Provide options for written assignments, posters, oral/video presentations, projects etc... (demonstrate knowledge of material without writing difficulties)**

# HOMework

- *By the end of a school day a dyslexic child is generally more tired than his peers because everything requires more thought, tasks take longer and nothing comes easily. More errors are likely to be made. Only set homework that will be of real benefit to the child.*
- *In allocating homework and exercises that may be a little different or less demanding, it is important to use tact. Self-esteem is rapidly undermined if a teacher is underlining the differences between those with difficulties and their peers. However, it should also be remembered that far more effort may be needed for a dyslexic child to complete the assignment than for their peers.*
- *Set a limit on time spent on homework, as often a dyslexic child will take a lot longer to produce the same work that another child with good literacy skills may produce easily.*

# COPYING FROM THE BOARD

- *Use different color markers for each line if there is a lot of written information on the board, or underline every second line with a different colored marker.*
- Ensure that the writing is well spaced.
- Leave the writing on the board long enough to ensure the student **doesn't** rush, or that the work is not erased from the board before the student has finished copying.

# INSTRUCTIONS AND ASSIGNMENTS

## Giving Instructions and Directions

- Provide shortened directions (less daunting)
- Provide steps or a vertical list of directions (using both oral and visual cues)
- Provide opportunities to check for understanding (make sure directions were clear and concise)
- Provide examples and models (visuals vs. written clues)

# INSTRUCTIONS AND ASSIGNMENTS

## Writing

- Provide a copy of teacher note (access to all content and minimizes copying from the board)
- Provide speech-to-text software (focus on the content rather than the job of writing)
- Provide alternatives to written products-accept oral responses, visual representations, etc... (focus on the content rather than job of writing)
- **Provide a focus for writing**-elaboration, voice, etc... rather than a focus on spelling or handwriting (letting them show what they know)

# MATH

- When using mental arithmetic allow the dyslexic child to jot down the key number and the appropriate mathematical sign from the question.
- Encourage pupils to verbalize and to talk their way through each step of the problem. Many children find this very helpful.
- Teach the pupil how to use the times table square and encourage him to say his working out as he uses it.
- Encourage a dyslexic child to use a calculator. Make sure he fully understand how to use it. Ensure that he has been taught to estimate to check his calculations. This is a way of **“proof reading” what he does.**
- Put keywords on a card index system or on the inside cover of the pupils math book so it can be used for reference and revision.
- Rehearse mathematical vocabulary constantly, using multi sensory/kinesthetic methods.
- Put the decimal point in red ink. It helps visual perception with dyslexic child.

# EXAMPLES OF SUPPORT FOR STUDENTS WITH DYSLEXIA?

Scaffolding

Accommodations

Assistive Technology

- Audiobooks
- Speech-to-text
- Text-to-speech
- Online keyboards
- Virtual graphic organizers
- Digital notetaking

# CONTACT INFORMATION

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 <https://www.mcallenisd.org/page/response-to-intervention-rti>

 956-661-6882



**THANK YOU!**

