



Dyslexia Coordinators' Meeting
December 14, 2017 - Workshop #66946
Starr Room, Region 1 ESC
1:00pm-4:00pm
AGENDA

- Welcome
- HB 1886 Updates
- Dyslexia Screeners
- Optional Forms for HB 1886 Compliance
- Invited Speaker: Star Rodriguez, EPS/School Specialty Topic: iSPIRE
- Handouts/Forms:
 - Professional Development-Social-Emotional Aspects of Dyslexia (Sat, Jan. 27th)
 - HB 1886: Early Screener for Dyslexia and Related Disorders
 - Risk Factors Associated with Dyslexia-Preschool - 1st Grade

Famous People with Dyslexia

"The challenge of dyslexia—the challenge of climbing that mountain—is something that you can make your own and make it a reason to be a winner in life."

Orlando Bloom



HB 1886: Early Screener for Dyslexia and Related Disorders

Kindergarten and Grade 1 Students

School Year: _____

Campus Name: _____

Campus Contact Name & Title: _____

- I. Have your teachers been trained in Dyslexia and Related Disorders? Yes or No
If no, describe your action plan to train staff:

- II. Did you screen all Kindergarten and Grade 1 students for dyslexia? Yes or No

Name of Screener:

If no, list any exceptions:

- III. The following factors were reviewed as we analyzed the data from the screening instrument:

- 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 (e.g., "man" sounded out as /m/ /a/ /n/)
- 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")

As a result of this screening process, our campus initiated the following for students that demonstrated "at risk" characteristics for dyslexia:

- ☐ Reviewed BOY, MOY, and EOY data
- ☐ Held parent conferences
- ☐ Proceeded with dyslexia assessment
- ☐ Created an intervention plan
- ☐ Other: _____

Student: _____

Student ID #: _____

Risk Factors Associated with Dyslexia-Preschool through First Grade

Please indicate how often the student exhibits the following behaviors.

Date:	Pre-K Teacher:	Campus:
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Preschool	Always	Sometimes	Never	Not Observed
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)				

Please include any additional information about this student that would indicate a need for dyslexia assessment:

Date:	Kinder Teacher:	Campus:
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Kindergarten	Always	Sometimes	Never	Not Observed
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 (e.g., "man" sounded out as /m/ /a/ /n/)				
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")				

Please include any additional information about this student that would indicate a need for dyslexia assessment:

Date:	1 st Grade Teacher:	Campus:
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First (1 st) Grade	Always	Sometimes	Never	Not Observed
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 (e.g., "man" sounded out as /m/ /a/ /n/)				
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")				

Please include any additional information about this student that would indicate a need for dyslexia assessment:



Saturday, January 27, 2018

Dyslexia Awareness

Educators are invited to attend an awareness workshop on the topic of dyslexia and the social-emotional impacts that this learning disability can have on students of all ages.

Educators can earn 3hrs. of continuing education training (TEC 21.054(b))

ALTA approved workshop

Contact:
Roel Garza, Specialist
rogarza@esc1.net
956/984-6207

The Social Emotional Aspects of Dyslexia

Dyslexia can affect more than one's ability to read, spell, and write. Many times, because of the fact of *not* being able to do these things, one's self-esteem can be affected resulting in behaviors such as anger, frustration, avoidance, just to name a few. These behaviors not only challenge the student, but can impact everyone around them. This session brings an awareness to the social-emotional impacts of dyslexia and reviews some recommendations for coping.

Date: Saturday, January 27, 2018

Time: 8:30am – 11:30am

Location: Willacy Room

Workshop #: 77034

Fee: \$ 50.00

Region One ESC
1900 W. Schunior
Edinburg, Texas 78541

www.esc1.net

