

Dyslexia Program Awareness for Parents

Hello Bulldog Parents!

This document is a quick dyslexia reference guide for parents. In it you will find the answers for the following questions:

- What is dyslexia?
- How does McGregor ISD assess and identify dyslexia?
- What are some accommodations available for students with dyslexia?
- What are some effective strategies for students with dyslexia?
- Who delivers intervention for students with dyslexia?
- Where do I find parent resources and contact information?

WHAT IS DYSLEXIA?

The current definition from the International Dyslexia Association states:

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.

Referenced in 2021 Dyslexia Handbook

Students with dyslexia have difficulty sounding out words due to confusion between sound(s) and the associated letter(s). As a result, the student often becomes frustrated when reading, impacting reading fluency, comprehension, vocabulary, spelling, and overall self-confidence.

HOW IS DYSLEXIA ASSESSED AND IDENTIFIED?

According to TEC §38.003(a) all public -school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders “at appropriate times”.

A knowledgeable team of persons meets to discuss the data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data.

If a team suspects that a student has dyslexia, a related disorder, or another disability, the team must refer the student for a full individual initial evaluation (FIIE) under IDEA and all special education procedures must be followed.

Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student 's age/grade
- Characteristics and risk factors of dyslexia

When a formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA. Procedural safeguards under IDEA must be followed. Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD Committee (including the parent).

For further information please refer to the Texas Dyslexia Handbook, 2021 Update <https://tea.texas.gov/academics/dyslexia/>

QUESTIONS FOR DETERMINING DYSLEXIA

1. Does the data show the following characteristics of dyslexia?
 - Oral Language (slow, inaccurate, lack of fluent word reading)
 - Reading Words in isolation
 - Accurately decoding unfamiliar words
 - Poor spelling skills
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?

Older students and twice exceptional students may be challenging to identify due to their ability to compensate for reading deficits. These students may read accurately but not fluently

POSSIBLE ACCOMMODATIONS TO BE DETERMINED BY ARD COMMITTEE

Once a student has been identified and evaluated for dyslexia. An ARD committee will meet to review the data and determine eligibility. If a student qualifies for special education services as a student with dyslexia, then the committee will determine what accommodations might be necessary for the student to access the general education curriculum. These might include:

- Copies of notes (teacher or peer-provided)

- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts.
- Student planner to assist with assignments
- Alternative test location
- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech or speech to text
- Electronic spellers or dictionaries
- Charts
- Adaptive learning tools and features in software programs

For further information on state assessments please visit <https://tea.texas.gov/student.assessment/specialed/>
<https://tea.texas.gov/accommodations>

EFFECTIVE STRATEGIES

The best intervention curriculum will include explicit and systematic instruction in the areas of phonological awareness, phonemic awareness, phonics and word recognition, morphology, syntax, spelling, fluency, vocabulary, and comprehension.

In addition, students will learn:

- Self-monitoring strategies
- Self advocacy - “I have dyslexia and I learn best by ...”
- Reminders to decode unfamiliar words
- Memory techniques to remember processes
- Specific skills for organizing, time management and reviewing information

WHO DELIVERS DYSLEXIA INTERVENTION?

Dyslexia therapists, reading specialists, master reading teachers, general education classroom teachers, or special education teachers, must have additional documented dyslexia training aligned to 19 TAC §74.28(c) and must deliver the instruction with fidelity. A computer program may not be used as the primary method of dyslexia instruction. In McGregor ISD, a teacher will be trained specifically in Reading by Design.

PARENT RESOURCES

Below is a list of websites that are additional resources for parents to access:

International Dyslexia Association <http://www.interdys.org>

ALTA: www.altaread.org

Learning Ally <https://learningally.org/>

Bookshare <http://www.accessiblebooks4tx.org/>

Talking Book Program https://www.tsl.texas.gov/tbp/reading_disabilities

Texas College and Career Readiness Support Center <http://txccrsc.org/>

Partners Resource Network <http://prntexas.org>

District/Campus Dyslexia Contact:

McGregor ISD

525 Bluebonnet Parkway

McGregor, TX 76657

254-840-2828

Superintendent Dr. Travis Mutscher

McGregor Primary School

923 Bluebonnet Parkway

McGregor, TX 76657

254-840-2973

Principal: Kelly Levesque

McGregor Elementary School

913 Bluebonnet Parkway

McGregor, TX 76657

254-840-3204

Principal: Tonya Burgess

HG Isbill Junior High School

305 Van Buren

McGregor, TX 76657

254-840-3251

Principal: Calvin Madewell

McGregor High School

903 Bluebonnet Parkway

McGregor, TX 76657

254-840-2853

Principal: Stephanie Zamora