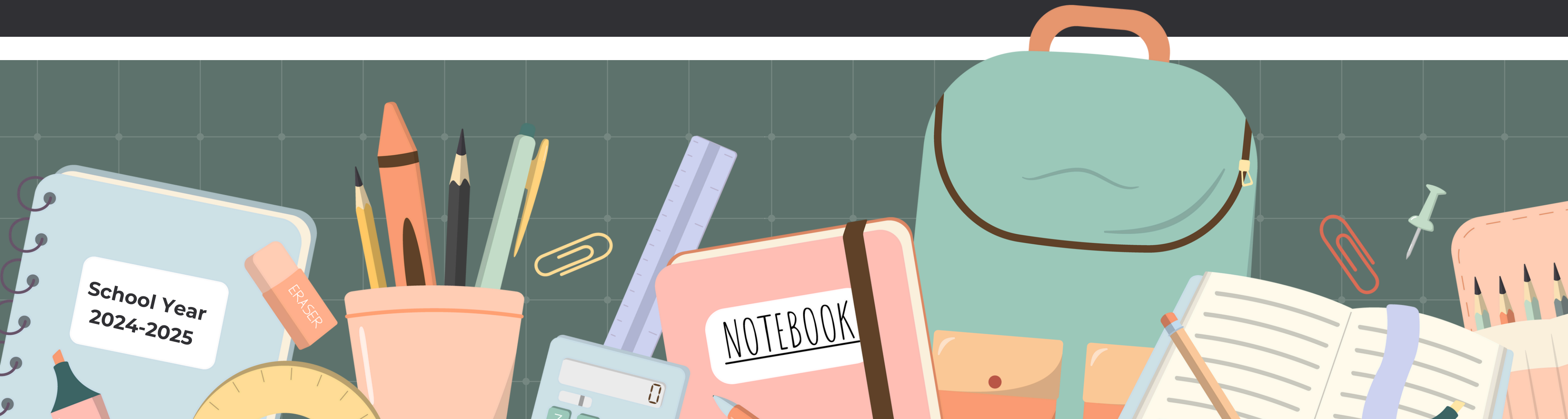
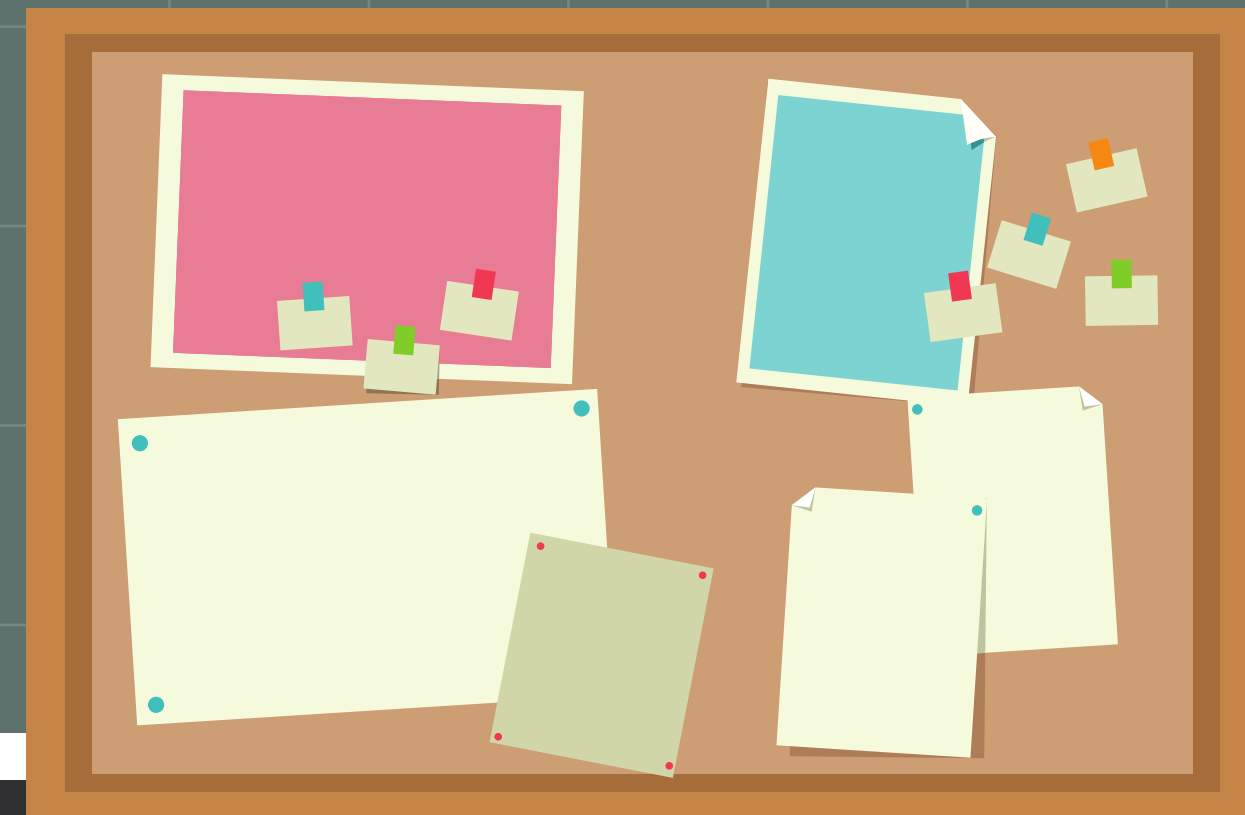


ARLINGTON ISD

DYSLEXIA PARENT NIGHT





TONIGHT'S TOPICS

Dyslexia Overview

House Bill 3928

AISD Referral Process

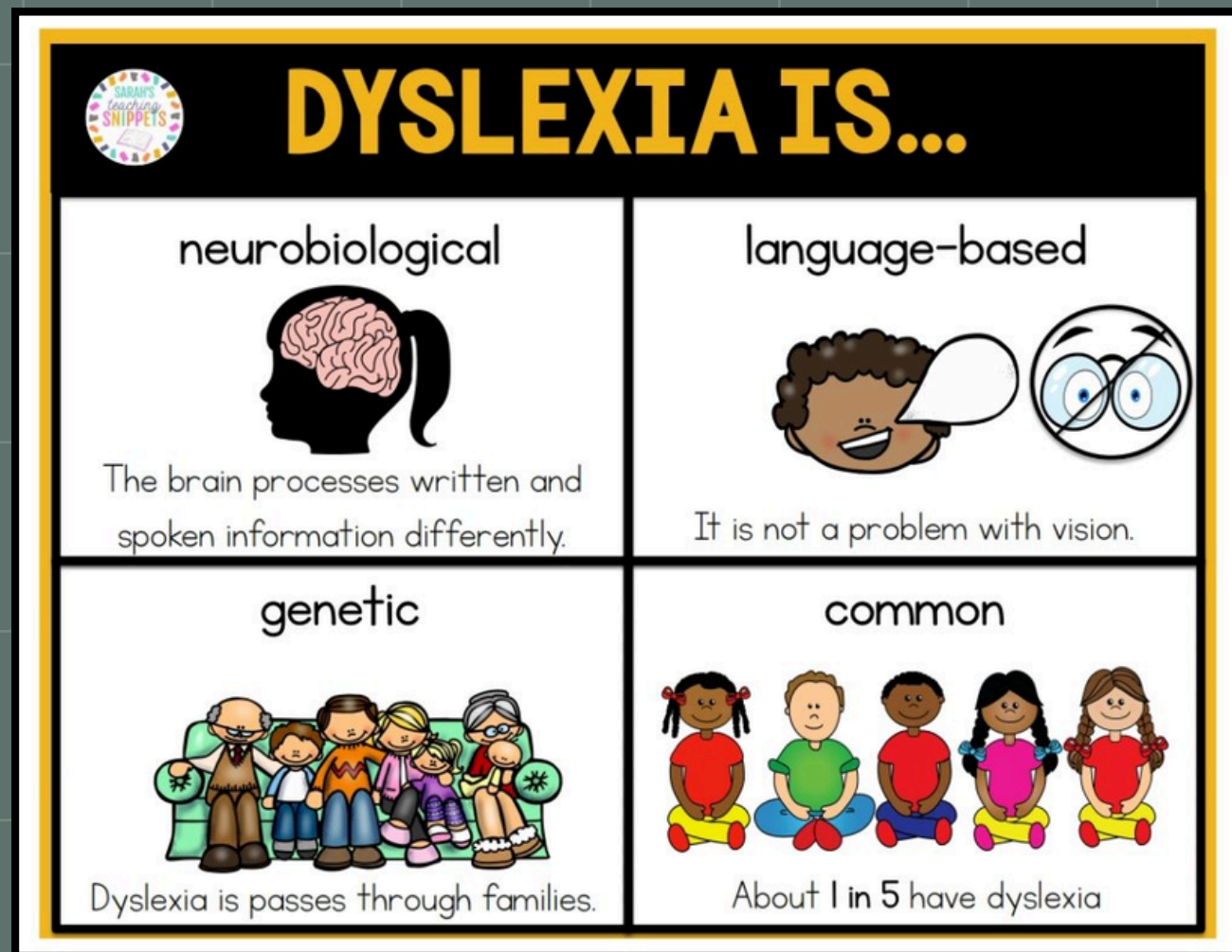
Strategies and Accommodations

Parent Resources



What is Dyslexia?

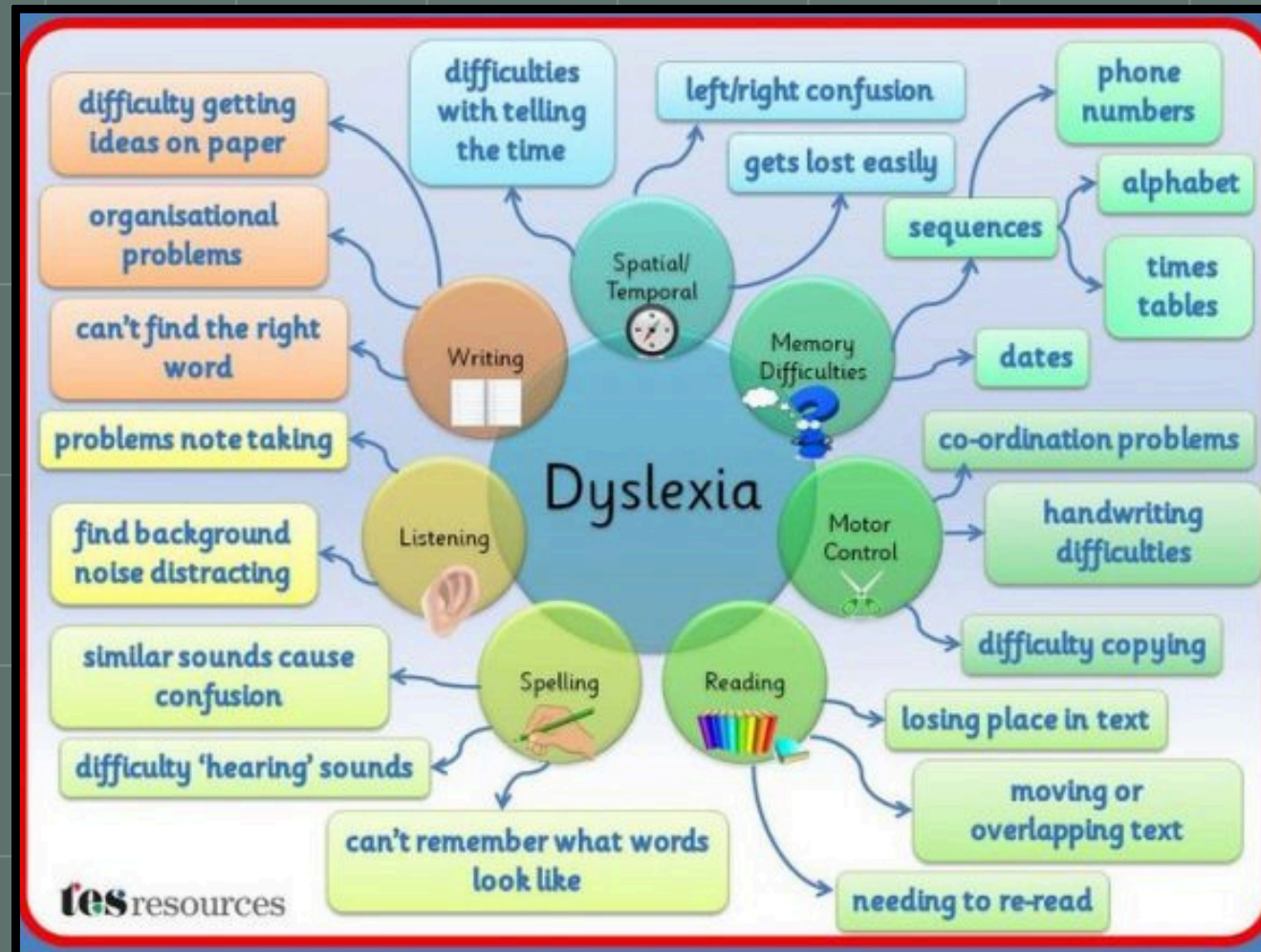
Dyslexia is a reading disability that is neurobiological in origin and affects phonemic awareness, phonological processing, spelling, fluency, accuracy, comprehension and is **unexpected** in relation to other academic skills and cognitive abilities.



Characteristics of Dyslexia

The student has difficulty with...

- reading words in isolation
- accurately decoding unfamiliar words
- oral reading (slow, inaccurate, or labored without prosody)
- spelling





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)

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

Kindergarten

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

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

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

Secondary Impacts of Dyslexia

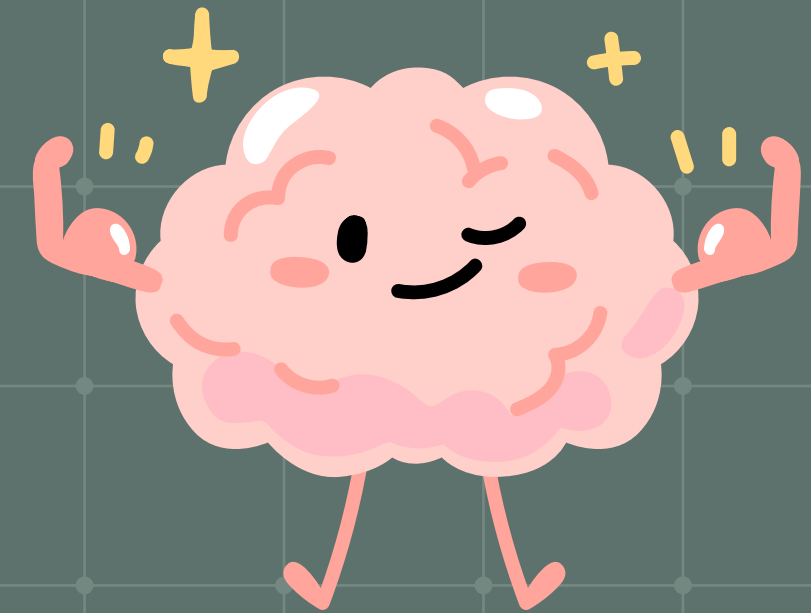
Dyslexia may lead to additional difficulties with the following:

- 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

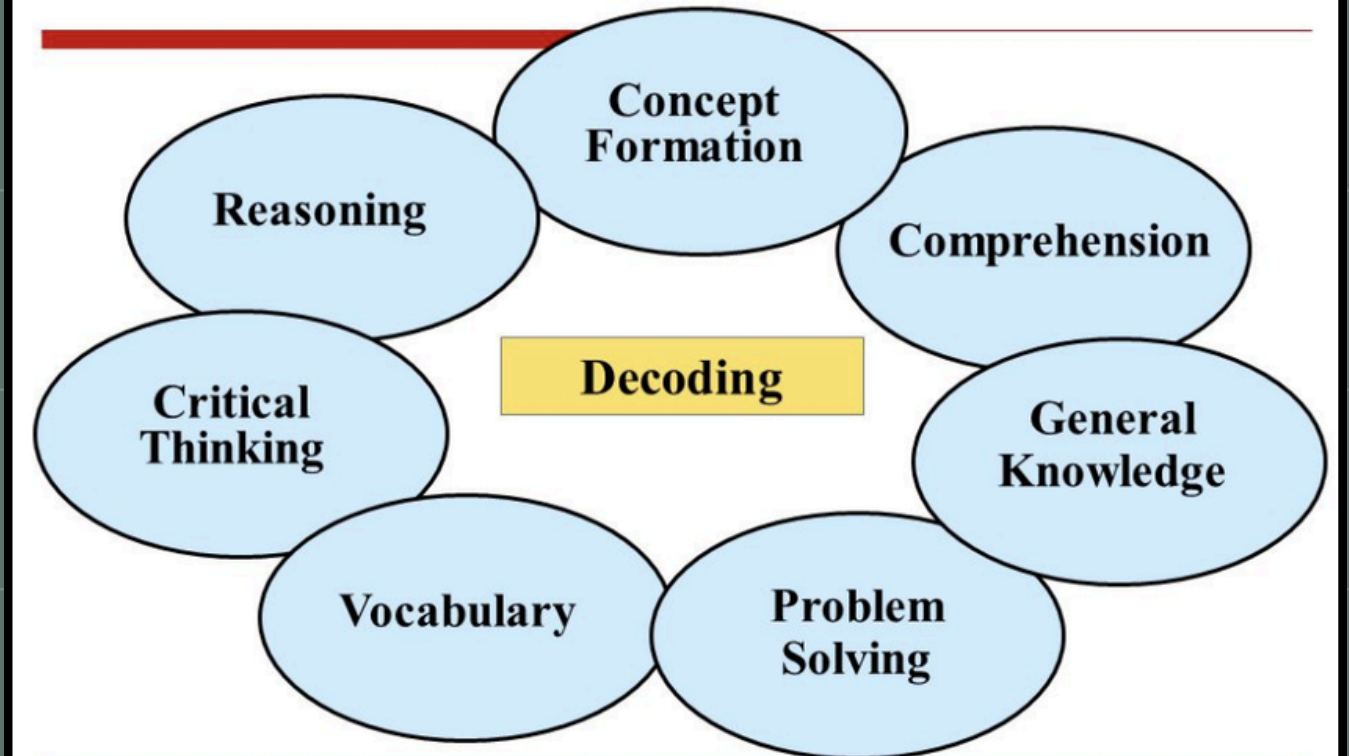


STRENGTHS OF DYSLEXIA LEARNERS

- Highly curious, reasoning ability
- Great intuition and insight
- A lively imagination and creativity
- Holistic, see the big picture
- Sees patterns and similarities
- Listening Comprehension strength
- Can be very driven, ambitious, and persistent
- Capable of seeing things differently
- Love for complexity, not a follower



Sea of Strength Model



From Overcoming Dyslexia, Sally Shaywitz, M.D., 2003

Region One ESC 2009



HB 3928

- All new dyslexia evaluation request are completed under IDEA
- Students needing the evidence-based dyslexia program will have to be serviced under Special Education by school year **(2025 -2026)**.
- Students who completed the evidence-based program and have no other concerns requiring specially designed instruction can be covered under Section 504.
- This is the last year that the Campus 504 Coordinators will offer SPED referral during annual meetings if evidence based dyslexia program is still needed.

AISD DYSLEXIA REFERRAL PROCESS

When the parent or LEA suspects a learning disability, a special education referral can be requested.

1

Parent / LEA completes
Special Education
Referral Packet

2

LEA Seeks Parent
Consent for Full Individual
and Initial Evaluation
(FIIIE)

3

LEA Conducts FIIIE

4

IEP Committee
Determines Eligibility



DYSLEXIA INSTRUCTION

Retrains the brain to isolate and manipulate sounds in words.

Gives students the confidence to decode and encode words fluently and effectively.



EVIDENCE BASED DYSLEXIA PROGRAMS

- Multisensory Teaching Approach (MTA)
- Esperanza
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words(SIPPS)

STRATEGIES FOR PARENTS



- Celebrate Victories
- Make Practice at Home Fun
- Let Them See Your Weaknesses
- Talk About ALL the Successful People Who Have Dyslexia
- Don't Make it Harder for Them
- Try to be Patient and Flexible
- Implement Routines
- Let them Know You're Their Biggest Fan!

ARTICLES & BOOKS FOR PARENTS

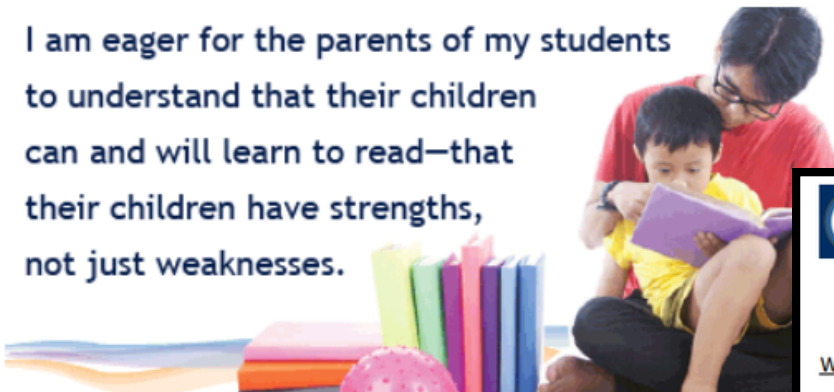


What Parents Can Do

Ten Things to Help Your Struggling Reader

By Joshua Jenkins

I am eager for the parents of my students to understand that their children can and will learn to read—that their children have strengths, not just weaknesses.



As a special education teacher who teaches struggling readers with different learning styles, I often craft mental lists of things I wish parents knew about their dyslexic children. It is important, I am eager for the parents of my students to understand that their children can and will learn to read, but it will take time. In the process, it is important to recognize many strengths and accomplishments in spite of their weaknesses in decoding and handwriting. I want parents to know that preparing their children to deal with their challenges can inspire confidence and enable them to look forward to a proud future. I want parents to understand their disability as well as their strengths, self-advocating for their child's learning style.



What Parents Can Do

Talking with Your Child About Dyslexia



"I got enormous support from my parents. I always had my parents just buffing me up. I thought I walked on water."

Every child with a reading difficulty is invariably going to endure ups and downs in his school experiences. So early on, each child needs to know that, no matter what, he can count on unconditional support from his parents. Renowned heart surgeon and Cleveland Clinic director Toby Cosgrove describes his parental support as such: "I got enormous support from my parents. I always had my parents just buffing me up. I thought I walked on water."

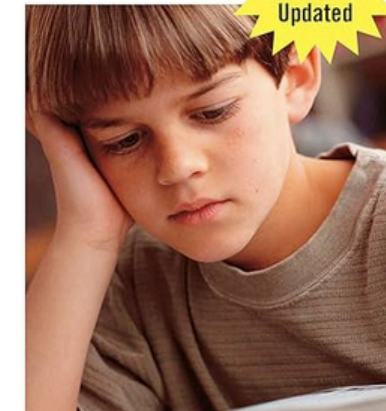
"Shaywitz has illuminated the inner workings of dyslexic minds."

—*Time*

OVERCOMING DYSLEXIA

SECOND EDITION

A major update and revision of the essential program for reading problems at any level, incorporating the latest breakthroughs in science, educational methods, technology, and legal accommodations



Completely
Revised and
Updated

Sally Shaywitz, M.D.

Codirector of the Yale Center for Dyslexia & Creativity

and Jonathan Shaywitz, M.D.


Basic Facts About DYSLEXIA & Other Reading Problems



Louisa Cook Moats
Karen E. Dakin

The
International
DYSLEXIA
Association

Texas Education Agency (TEA) Dyslexia and Related Disorder Information for Parents



Dyslexia and Related Disorders: Information for Parents

Characteristics of Dyslexia and Related Disorders:

What is Dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, or spell difficult.

Primary characteristics include difficulties with:

- Learning the sounds letters make
- Reading words in isolation or reading unknown words
- Reading smoothly with enough speed and accuracy to comprehend
- Spelling

What is Dysgraphia?

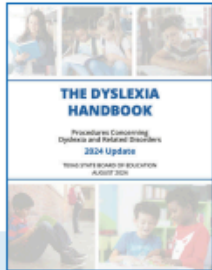

Dysgraphia is a related disorder of dyslexia and is a written language disability that involves both motor and language skills such as the finding, retrieving, and producing of letters.

Primary characteristics include difficulties with:

- Forming letters correctly
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond grade 2
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Copy words correctly
- Completing writing assignments

The Texas State Board of Education (SBOE) requires, through their rule at [19 Texas Administrative Code \(TAC\) §74.28\(f\)](#), that each school district and open-enrollment charter school provide certain information about dyslexia and related disorders to parents of students enrolled in the district or school.

19 TAC §74.28, along with the SBOE's Dyslexia Handbook referenced in subsection (c) of that rule and which is also available at tea.texas.gov/dyslexia, describes common characteristics of dyslexia and related disorders, the evaluation and identification process when dyslexia or a related disorder is suspected, and the instructional requirements for an identified student. If you have any problems accessing the electronic version of the Dyslexia Handbook, or if you wish to receive a hard copy, contact your child's school.



[View the Dyslexia Handbook](#)

To find out more information about the qualifications and contact information for the professionals who provide dyslexia instruction to identified students in your district or open-enrollment charter school:

Contact Information:

State Dyslexia Helpline: (800) 232-3030
SPEDTEX.ORG | TEA.TEXAS.GOV/DYSLEXIA



Dyslexia and Related Disorders: Information for Parents

Evaluation and identification of dyslexia and related disorders and the steps in the special education process:

Dyslexia and dysgraphia are considered specific learning disabilities (SLDs) under the Individuals with Disabilities Education Act (IDEA), which is the federal law that describes the requirements of special education. Special education is available because of IDEA, and the law provides students with disabilities and their parents special legal rights to receive individualized learning opportunities. It's important to understand the steps of the special education process. Please review the [Overview of Special Education for Parents](#) form developed by TEA for more information. When dyslexia or a related disorder is suspected that may require the provision of special education and related services, both IDEA and the Dyslexia Handbook outline the requirements for individual evaluations and the identification process.



This form and other valuable resources that explain IDEA eligible disabilities, parent rights, the special education process and more can be found on the [SPEDTex](#) website.


Effective instructional strategies for teaching students with dyslexia and related disorders:

Evidence-based dyslexia programs specifically studied to be used for students with dyslexia are considered specially designed instruction (SDI). SDI is the instruction required for the provision of special education and related services under the IDEA and is determined by an admission, review, and dismissal (ARD) committee. Evidence-based dyslexia programs are required to be delivered as the publisher intended unless a student's data indicates that changes are necessary. These programs must address certain components of instruction and delivery.


More information can be found on pages 39-41 of The Dyslexia Handbook.



Components of Instruction	
PHONOLOGICAL AWARENESS Recognize and manipulate sounds in words	SYLLABICATION Breaking words into parts
SOUND-SYMBOL ASSOCIATION Sounds letters make	ORTHOGRAPHY Knowing how to spell words
MORPHOLOGY Prefixes, roots, suffixes	READING COMPREHENSION Understanding what you read
SYNTAX Knowledge of how words are arranged in meaningful sentences	READING FLUENCY Reading connected text with ease



Dyslexia and Related Disorders: Information for Parents




Components of Delivery

Simultaneous, multisensory, visual, auditory, kinesthetic, tactile (VAKT)	Delivery of instruction includes all learning pathways to the brain
Systematic and cumulative	Instruction involves the introduction of skills from easiest to most difficult
Explicit instruction	Lessons are teacher led, and students are provided step-by-step instruction with immediate corrective feedback
Diagnostic teaching to automaticity	Skills can be performed quickly and efficiently
Synthetic instruction	Blending individual sounds to read a word
Analytic instruction	Reading a word and breaking it down into its individual sounds

Instructional Accommodations and Modifications:


Instructional accommodations and modifications are educational strategies that help students with disabilities learn independently by tailoring them to fit the students' specific needs. For students who qualify for special education and related services, accommodations and/or modifications are included in the student's individualized education program or (IEP). An IEP is the written document that is completed by the ARD committee for a student receiving special education services in Texas.



Accommodations:

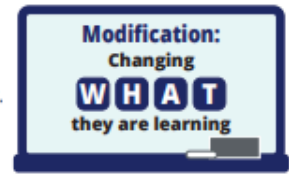
Accommodations are intended to reduce or even eliminate the effects of student's disability on academic tasks but do not change learning expectations. The objectives of the course or activity remain the same. Accommodations change how the student learns or demonstrates knowledge. Accommodations are not one size fits all; rather, the impact of dyslexia or a related disorder on each individual student determines the necessary accommodations.

For additional information on accommodations for dyslexia and dysgraphia see pages 51 and 66 in The Dyslexia Handbook.




Modifications:

Modifications change what the student is expected to master. Modifications typically reduce the requirements for Texas Essential Knowledge and Skills (TEKS) which are the state standards for what students should know and be able to do. With modifications, students access grade level curriculum through prerequisite skills. The decision to modify is a significant one; however, some students will require modifications. Decisions to modify should be data driven and individualized for the student.









PARENT RESOURCES







What is Dyslexia?

 1 in 5 students have a learning difference called dyslexia.









Strengths You May See

-  Creativity and Imagination
-  People Skills
-  Outside the Box Problem Solving
-  Building and Designing Talents
-  Strong 3D Visual Skills
-  Never Gives Up







Weaknesses You May Notice

-  Reading and Rhyming
-  Writing and Note Taking
-  Left/Right Confusion
-  Organization and Time Management
-  Following Directions
-  Memorization (as in Math Facts and Spelling)

Supporting Students with Dyslexia in the Classroom

-  Allow extra time to think and process
-  Encourage use of assistive technology like audiobooks
-  Be approachable and don't over-correct
-  Break information into smaller steps
-  Avoid asking student to read aloud in class
-  Teach with pictures, stories, and hands-on activities
-  Allow alternative assignments or modified workload
-  Provide class notes, formulas, and word banks

Other Things You Can Do to Help

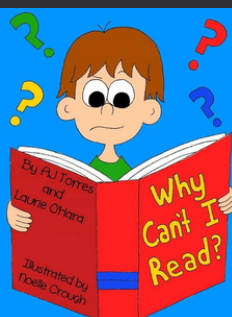
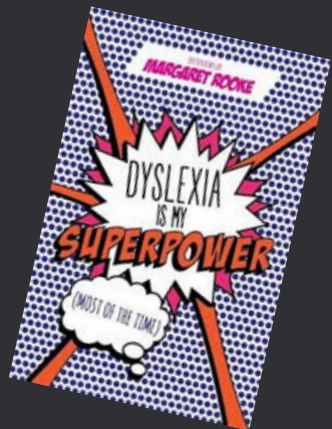
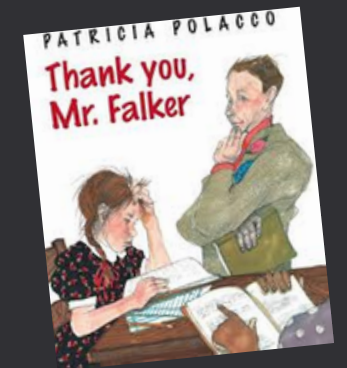
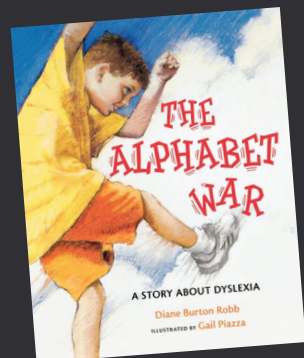
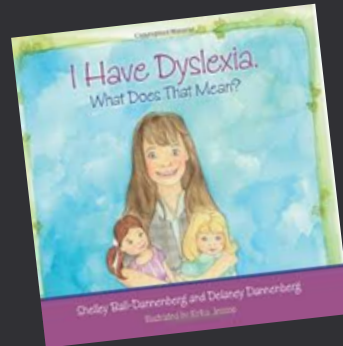
-  Focus on strengths and abilities
-  Accept, encourage and support
-  Empower self-advocacy
-  Build resiliency skills
-  Help create a support network
-  Learn all you can about the 1in5

[Explore1in5.Org](https://www.explore1in5.org)

- [The Dyslexia Handbook - 2024 Update](#)
- [Region 11](#)
- [Dyslexia - Statewide -Region 10](#)
- [International Dyslexia Association \(IDA\)](#)
- [Understood.org](#)
- [Learning Ally](#)
- [Canvas](#)
- [Talking Books](#)
- [Arlington ISD Dyslexia Service](#)

CHILDREN LITERACY RELATING TO DYSLEXIA

- I Have Dyslexia. What Does That Mean? Shelley Ball- Dannenberg (2009)
- The Alphabet War - Diane Burton Robb (2004)
- The Boy Who Couldn't Read - Cheri Gamble (2014)
- Brilliant Bea: A Story for Kids With Dyslexia and Learning Differences (2021)
- Charlie Joe Jackson's Guide to Not Reading - Tommy Greenwald (2011)
- It's Called Dyslexia - Jennifer Moore- Mallinos (2007)
- Knees: The Mixed-Up World of a Boy with Dyslexia - Vanita Oelschlager (2012)
- Thank You, Mr. Faulkner - Patricia Polacco (1998)
- Dyslexia is my Superpower (most of the time) - Margaret Rooke (2017)
- Finding my Superpower: A book for dyslexic thinkers (2021)
- Why Can't I Read? A.J. Torres and Laurie O'Hara (2014)
- The Higgledy-Piggledy Pigeon: Don M. Winn (2010)



CONTACT DETAILS

Section 504, Dyslexia, & Homebound Coordinator

- Eboni Nix

Dyslexia Instructional Specialists

- Felicia Scruggs
- Rebecca Isler
- Tracey Wittmayer

Secretary

- Barbara Thomas



Phone Number: 682-867-7465



THANK YOU!

Your involvement in our child's education is greatly appreciated.

