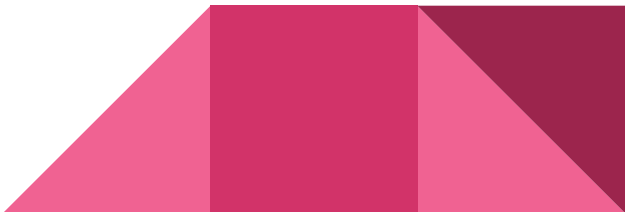




Dyslexia and Related Disorders

AI SD Parent Education Presentation

Overview

- CHARACTERISTICS OF DYSLLEXIA
 - CHARACTERISTICS OF DYSGRAPHIA
 - RESPONSE TO INTERVENTION PROCESS (RTI)
 - TESTING, DIAGNOSIS, ELIGIBILITY, AND EVALUATION REQUESTS
 - SERVICES UNDER IDEA AND 504
 - TEACHING STRATEGIES AND INTERVENTION
 - QUALIFICATIONS FOR SERVICE PROVIDERS
 - ACCOMMODATIONS AND MODIFICATIONS
 - WHO TO CONTACT
- 

Dyslexia and Related Disorders

Texas Education Code (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>

Characteristics of Dyslexia

Primary reading/spelling characteristics of dyslexia:

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

Individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above.

Characteristics of Dyslexia

Reading/spelling characteristics are most often associated with the following:

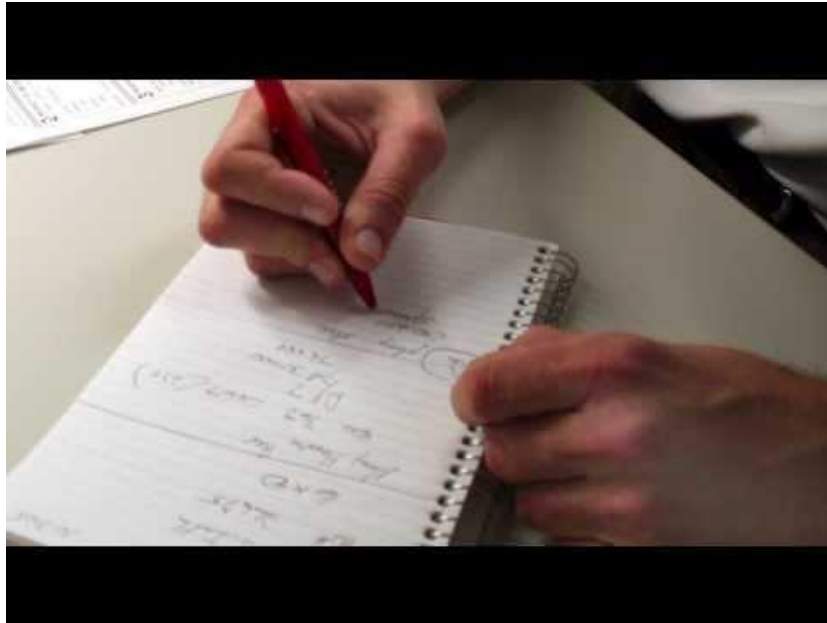
- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Characteristics of Dyslexia

Consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Video-What are the Symptoms of Dyslexia



Dysgraphia:

- **is** best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation.
- **is** the result of deficits in hand movements used for writing and/or storing and retrieving letter forms.
- may include secondary problems with spelling and written expression.
- **is not** due to lack of instruction
- **is not** associated with other developmental or neurological conditions that involve motor impairment.”

Characteristics of Dysgraphia

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Dysgraphia

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Video-What is Dysgraphia?



WHAT IS
DYSGRAPHIA?



Role of Response to Intervention (RTI)

Response to Intervention:

- Is a process in which students with identified needs (academic or behavioral) are provided access to researched based intervention.
- Is monitored by the campus and interventions are adjusted as needed. At any time, the campus may make a referral for evaluation.
- must not be used to delay or deny an evaluation for dyslexia.

Testing and Diagnosis-AISD Evaluation Path

- The Child Study Team (CST) determines appropriate route dependent on specific student need
- Formal evaluations for Dyslexia can be through 504 or IDEA (Special Education)
- The campus 504 or ARD committee makes the determination whether or not a student is eligible for DYSLEXIA services based on ALL the data including results of the formal evaluation



Team to Interpret Data

A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia to make an appropriate referral for formal evaluation

This team must consist of individuals who—

- have knowledge of the student;
- are appropriately trained in the administration of the screening tool;
- are trained to interpret the quantitative and qualitative results from the screening process; and
- recognize characteristics of dyslexia.

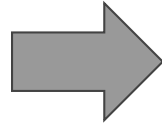
Team Requirements Continued:

The team **may** consist of the:

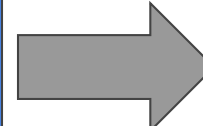
- student's classroom teacher,
- the dyslexia specialist,
- the individual who administered the screener,
- a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate),
- and an administrator.

If the process of identification is initiated under IDEA, the team must also include the parent and all IDEA procedures must be followed.

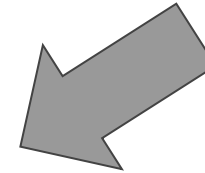
**Parent/Campus
Concerns
(CST Chair or
504 Coord)**



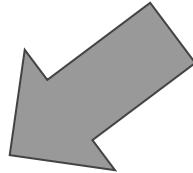
**Dyslexia Designee
Completes
Screeners**



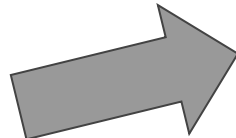
**CST Committee
determines
SPED or 504
referral**



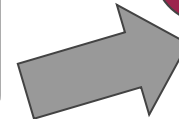
**Referral submitted
via SPED or 504**



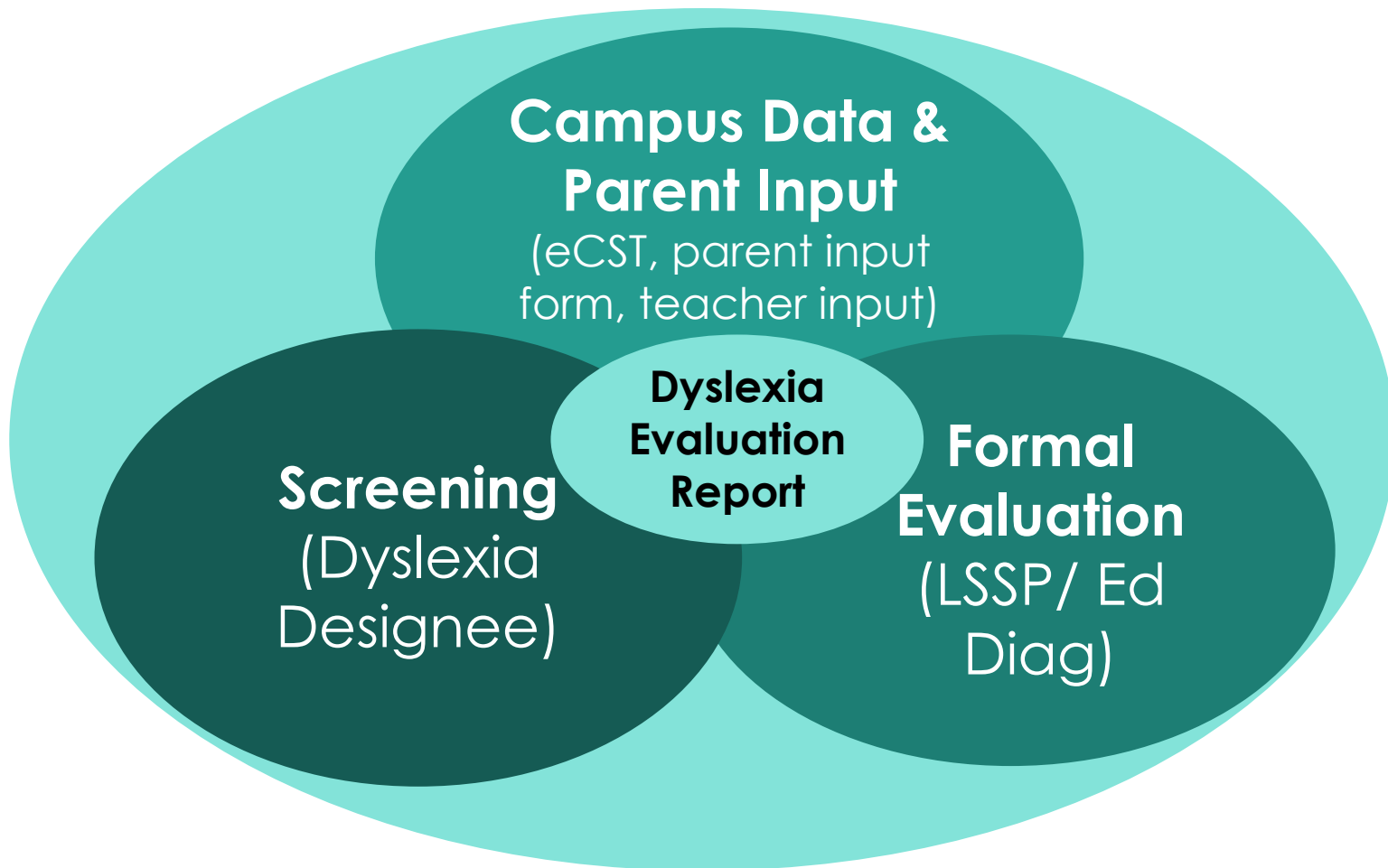
**LSSP/Ed Diag
Completes
Formal
Evaluation**



**504 or ARD
meeting is held to
review the results**



**Intervention
and/or
Programming is
determined if
necessary**



Evaluation Requests

- Parents/guardians have the right to request a referral for a dyslexia evaluation under IDEA or Section 504 at any time.
- At any point in the Response to Intervention process, a referral for a dyslexia evaluation may be made either under
 - Section 504, if a disability is suspected, or
 - IDEA, if a disability and a corresponding need for special education services are suspected.

What are the differences between Special Ed & 504?

SPECIAL ED (IDEA)

- Federally mandated program for the **education** of students with disabilities
- Requires **Educational Need** for eligibility
- Provides for **specialized educational supports** and services
- Can modify curriculum
- Requires FIE & limited to SPED disability categories

SECTION 504 (ADAAA)

- Federally mandated **civil rights** statute
- Requires **Substantial Limitation** for eligibility
- Provides accommodations to **ensure equal access**
- Student must master grade level curriculum
- Does not require the administration of formal standardized testing.

Services under IDEA-Specialized Education

Specially designed instruction under IDEA:

- is defined as “adapting . . . the content, methodology, or delivery of instruction” to a child.
- must address the unique needs of the child that result from the child’s disability
- must ensure access to the general curriculum so that the child can meet the state’s educational standards.

Effective Teaching Strategies

Dyslexia instruction must be:

- evidence-based and effective for students with dyslexia
- taught by an appropriately trained instructor trained in dyslexia intervention and related disorders. (DOES NOT have to be CALT)
- implemented with fidelity.

Effective Teaching Strategies

Evidence-Based Components of Dyslexia Instruction:

- **Phonological awareness**-the understanding of the internal sound structure of words
- **Sound-symbol association**-the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds
- **Syllabication**-Rules for dividing syllables
- **Orthography**- written spelling patterns and rules
- **Morphology**-study of how a base word, prefix, root, suffix combine to form words
- **Syntax**-the sequence and function of words in a sentence in order to convey meaning
- **Reading comprehension**-process of extracting and constructing meaning through the interaction of the reader with the text
- **Reading fluency**-the ability to read text with sufficient speed and accuracy

Effective Teaching Strategies

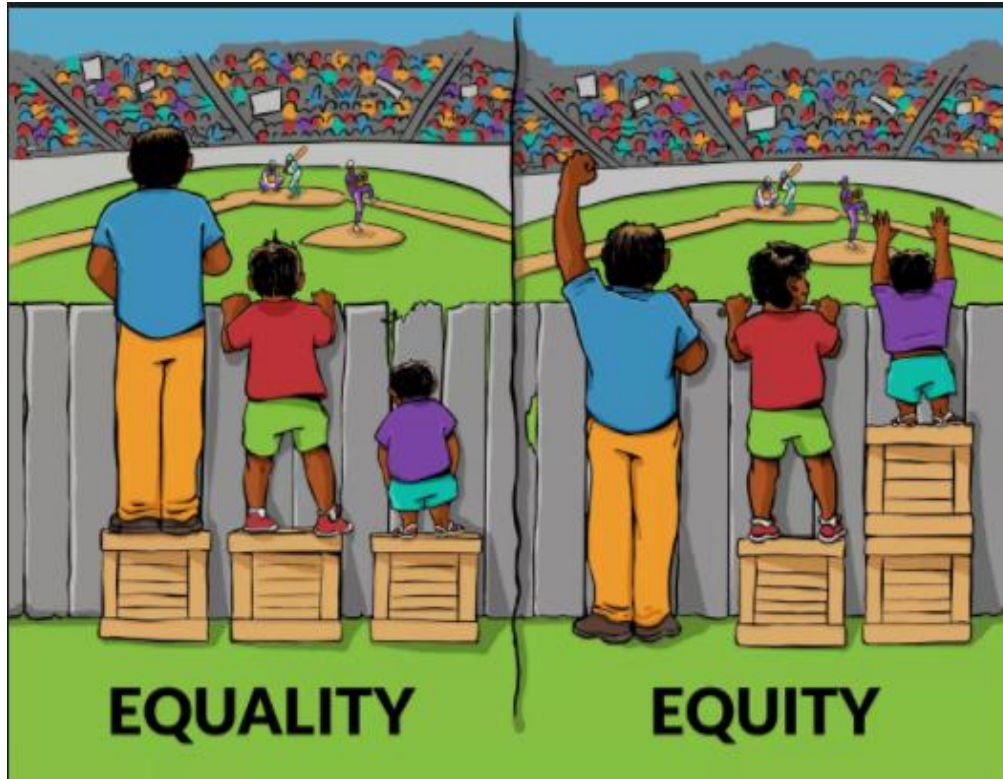
Intervention for students with dyslexia should include all of the following:

- Simultaneous, multisensory (VAKT)
- Systematic and cumulative
- Explicit instruction
- Diagnostic teaching to automaticity
- Synthetic instruction
- Analytic instruction

Accommodations and Modifications

- Accommodations provide the student with dyslexia effective and **equitable access** to grade-level or course instruction in the general education classroom.
- Accommodations are **not one size fits all**; rather, the impact of dyslexia on each individual student determines the necessary accommodation.

Accommodations and Modifications



Students should have equitable access to the curriculum despite their disability. This is the purpose of accommodations or modifications.

Accommodations and Modifications

Examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment

Accommodations and Modifications

Examples of reasonable classroom accommodations (Cont'):

- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Accommodations and Modifications-State Assessments

- Not all accommodations used in the classroom are allowed during a state assessment.
- Accommodations in the classroom should not be limited by whether an accommodation is allowable on a state assessment.
- The decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee
- For more information about accommodations on statewide assessments, visit <https://tea.texas.gov/accommodations/>.

Who to contact

Region 13 Education Service Center

Judy Butler

Dyslexia Specialist

512.919.5168

judy.butler@esc13.txed.net



References

The Dyslexia Handbook-TEXAS EDUCATION AGENCY • AUSTIN, TEXAS NOVEMBER 2018

What is Dysgraphia? Youtube video <https://youtu.be/WMfl5kqSWmk>

