

Pegasus School of Liberal Arts & Sciences

Dyslexia Related Disorders Guidebook

Pegasus School of Liberal Arts & Sciences
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District Dyslexia Guidebook

The dyslexia instructional program in Pegasus School is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and related disorders.

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The following district staff member has been designated to coordinate compliance with these legal requirements:

Virginia Hart, Assistant Superintendent
(214) 749-5677

All complaints shall be handled through established channels and procedures beginning with the Campus Facilitator followed by appeal to the appropriate central office administration contact, and finally the board of trustees, in accordance with School Policy.

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Dallas Office for Civil Rights, U.S. Department of Education
1999 Bryan Street, Suite 1620 Dallas, Texas 75201-6810
Telephone: (214) 661-9600 Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

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Preface

The purpose of the Pegasus School of Liberal Arts & Sciences Dyslexia Guidebook is to provide procedures for campuses, teachers, students, and parents/guardians in early identification of, instruction for, and accommodations for students with dyslexia and related disorders.

In this guidebook:

“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” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995.

The Pegasus School Dyslexia guidebook reflects current law as well as legislative action from the 84th and 85th sessions of the Texas Legislature and replaces all previous guidebook editions.

Introduction

Definition of Dyslexia: Dyslexia is a specific learning disability that is neurological 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 provision of effective classroom instruction. Secondary consequences may include difficulties in text comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Adopted by the IDA Board, November 2002, this definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition, as well as poor spelling and decoding abilities. Students with dyslexia demonstrate difficulty when identifying real words (word recognition) and pronouncing nonsense words (decoding); the student’s ability to read fluently is also a major characteristic as well as difficulty with spelling. Characteristics of dyslexia are often unexpected in relation to other cognitive abilities, such as oral language skills, the ability to learn in the absence of print, intellectual functioning, or strong math skills in comparison to reading skills.

Characteristics of Dyslexia

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with spelling
- Difficulty learning phonological awareness, including segmenting, blending, and manipulating sounds in words
- Difficulty learning names of letters and their associated sounds
- Decreased phonological memory (holding information about sounds and words in memory)
- Difficulty naming familiar objects, colors, or letters of the alphabet
- Difficulty with aspects of reading comprehension and written composition
- Variable difficulty with aspects of written composition

Secondary consequences may include difficulties in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Students with reading difficulties typically do not read the same amount as non-disabled readers; therefore, their vocabulary development, as well as their exposure to information learned by reading, may be impacted.

Definition of Dysgraphia

Dysgraphia is related to dyslexia as both are language-based disorders. In dyslexia, the impairment is with word-level skills (decoding, word identification, spelling). Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills—finding, retrieving, and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott, 2015).

Dysgraphia is best defined as a neurodevelopmental disorder manifested by illegible and/or inefficient handwriting due to difficulty with letter formation. This difficulty is the result of deficits in graphomotor function (hand movements used for writing) and/or storing and retrieving orthographic codes (letter forms). Students with dysgraphia demonstrate difficulty with forming letters, spacing between letters and words, inconsistent pencil grip, slow writing or copying, difficulty with unedited written spelling, and low volume of written output as well as problems with other aspects of written expression (Berninger, 2015).

Despite the widespread beliefs that handwriting is purely a motor skill or that only multisensory methods are needed to teach handwriting, multiple language processes are also involved in handwriting. Handwriting draws on language by hand (letter production), language by ear (listening to letter names when writing dictated letters), language by mouth (saying letter names), and language by eye (viewing the letters to be copied or reviewing for accuracy the letters that are produced from memory) (Berninger & Wolf, 2016).

Secondary consequences may include problems with spelling and written expression. The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.

Characteristics of Dysgraphia

- 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
- Difficulty with unedited written spelling

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

Overview

Pegasus School serves students identified with dyslexia and related disorders in kindergarten through grade 12. In grades K-12 standard protocol dyslexia instruction, as determined by the ARD or Section 504 committee, is provided in a small group setting according to the *Texas Dyslexia Handbook, 2021*.

Instruction is provided by dyslexia teachers who are highly trained in the identification and instruction of students with dyslexia and related disorders. Pegasus School uses evidence-based standard protocol dyslexia instruction to accelerate learning of identified students who are served in the program. Students who are identified but no longer receive standard protocol dyslexia instruction are monitored for success; appropriate intervention is provided if the need arises.

For more information: See the *Texas Education Agency's Dyslexia Handbook, 2021*
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

Law Regarding Dyslexia Instruction

Texas Education Code §38.003 (State Law)

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders, mandates screening and testing students for dyslexia and the provision of instruction for students with dyslexia and gives the State Board of Education (SBOE) authority to adopt rules and standards for screening, testing, and serving students with dyslexia. Texas Education Code §7.028(b) assigns the responsibility for school compliance with the requirements for state educational programs to the local district board of trustees. Title 19 of the Texas Administrative Code (TAC) §74.28 outlines the responsibilities of districts and charter schools in the delivery of services to students with dyslexia. Finally, two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504, establish assessment and evaluation standards and procedures for students (34 C.F.R. Part 300 (IDEA), Part 104 (Section 504)).

Texas Administrative Code §74.28 (State Board of Education Rule)

§74.28. Students with Dyslexia and Related Disorders.

The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

- A. A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in "Procedures concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.
- B. A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, if the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional

development activities specified by each district and/or campus planning and decision-making committee.

- C. Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing parental relation to the student.
- D. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- E. Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- F. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorder."
- G. Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modification, especially modifications allowed on standardized testing.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006. 31 TexReg 6212.

PEGASUS SCHOOL Board Policy

Dyslexia and Related Disorders: The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education's Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.

Identification and Evaluation: Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. Before an identification or assessment procedure is used with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student. A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia guidebook.

Instruction: Each school shall provide identified students access at his or her campus to instructional programs which meet the requirements of the *Texas Dyslexia Handbook, 2021* and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. The district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *2021 Texas Dyslexia Handbook*.

Teachers who screen and instruct these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, and phonetic methods and a variety of writing and spelling components described in the *2021 Texas Dyslexia Handbook*. The professional development activities specified by the district and/or campus level committees shall include these instructional strategies.

Reassessment: Unless otherwise provided by law, a student determined to have dyslexia or accommodated because of dyslexia may not be reevaluated for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous testing of the student.

District Responsibilities

In keeping with the guidelines required in the *Texas Dyslexia Handbook: Revised 2021*, districts have the following responsibilities in serving the needs of dyslexic learners.

Provide information and training

- Staff development
- Parent education

Select teachers and curriculum materials

- Number of teachers needed (elementary, middle, high school)
- Review of teacher certifications and training
- Review of curriculum materials and teaching programs in district

Develop forms for data gathering

- Parent/teacher observations
- Recommendation for assessment
- Others (e.g., 504, evaluation, accommodations, monitoring, etc.)

Establish processes for:

- Screening
- Referral
- Assessment
- Evaluation
- Identification (committee decision)
- Intervention/instructional options
- Progress monitoring/exit criteria

In addition to these responsibilities, the district instructional team will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. Campus dyslexia teachers will meet throughout the school year to review the district guidelines to ensure that information related to policies and procedures is disseminated on their campuses.

The *Texas Dyslexia Handbook, 2021* outlines the process for deciding for an educational identification of dyslexia. The Pegasus School process for identifying students who may need support for dyslexia and related disorders follows these guidelines and procedures which are specified in the next section.

Dyslexia At Risk Screening in PEGASUS SCHOOL

The importance of early intervention for students with reading difficulties cannot be overstated. For early intervention to be provided, a student must first be identified as at risk for dyslexia or another reading difficulty. While educators once delayed identification of reading difficulties until the middle elementary grades, recent research has encouraged the identification of children at risk for dyslexia and reading difficulties “prior to, or at the very least, the beginning of formal reading instruction” (Catts, 2017).

The requirement in TEC §38.003 that all kindergarten and first grade students be screened for dyslexia and related disorders is aligned with this shift to identify students at risk for dyslexia and reading difficulties when they are just beginning their formal education. Additionally, the law requires all students beyond first grade be screened as appropriate. It is important to note that TEC §38.003 applies only to the screening of kindergarten and first-grade students for dyslexia and related disorders, whereas TEC §28.006 addresses general reading diagnoses for students in kindergarten and grades 1, 2, and 7. Districts that decide to use one instrument to meet the requirements of both the dyslexia screening and the early reading diagnosis for kindergarten and grade 1 must also continue to administer reading instruments to all second-grade students and to students in grade 7 who did not demonstrate proficiency on the state reading assessment for sixth grade.

Universal screeners generally measure reading or literacy-related skills such as sound-symbol recognition, letter knowledge, phonological awareness, and other skills. The International Dyslexia Association (2017) describes screening instruments as follows.

Dyslexia screening is a tool for identifying children who are at risk for this learning disability, particularly in preschool, kindergarten, or first grade. This means that the screening does not “diagnose” dyslexia. Rather, it identifies “predictor variables” that raise red flags, so parents and teachers can intervene early and effectively.

—Richard Selznick, *Dyslexia Screening: Essential Concepts for Schools and Parents*, 2015

Screening in PEGASUS SCHOOL is administered to all kindergarten and grade 1 students by qualified personnel to determine which students are at risk for dyslexia. Screening is not a formal evaluation.

Timing of Screening: PEGASUS SCHOOL is in compliance with Texas Education Code §38.003 which mandates that:

- kindergarten students are screened at the end of the school year.
- screening of first-grade students can begin anytime in the fall and must conclude no later than January 31 of each year.

Regardless of the primary language of the student, instruments used to screen for dyslexia and other reading difficulties must address the skills in the figure below.

Criteria for English and Spanish Screening Instruments	
Kindergarten	First Grade
<ul style="list-style-type: none">• Letter sounds knowledge or letter naming fluency• Phonological awareness	<ul style="list-style-type: none">• Word reading accuracy or fluency• Phonological awareness

Interpretation of Data: A qualified team is required to review all data to make informed decisions regarding whether a student exhibits characteristics of dyslexia.

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 quantitative and qualitative results from the screening process
- recognize characteristics of dyslexia

The team may consist of the student’s classroom teacher, the dyslexia teacher, the individual who administered the screener, a representative of the Language Proficiency Assessment Committee (LPAC) (as appropriate), and an administrator.

It is important to remember that at any point in the data review process a referral for a FIIE under the IDEA may be initiated. Parents also have the right to request a FIIE at any time. Regardless of the process in place for screening and data review, whenever accumulated data indicate that a student continues to struggle with one or more of the components of reading, despite the provision of adequate instruction and intervention, the student must be referred for a full individual and initial evaluation under the IDEA. For more information regarding dyslexia screening, refer to *Texas Dyslexia Handbook: Revised 2021*. <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

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?

NO-Continue grade level, evidence-based core reading instruction. (Tier 1)

YES- Collect and review quantitative and qualitative data on the student. Does the analysis show that the student exhibits characteristics of dyslexia or other specific learning disabilities?

NO-Continue grade level, evidence-based core reading instruction (Tier 1) and provide any other appropriate tiered interventions.

YES- Seek parental consent for a Full Individual Initial Evaluation (FIIIE) and, if the school receives consent, conduct the FIIIE within 45 school days, while continuing to provide grade level, evidence-based core reading instruction (Tier 1) and providing appropriate tiered interventions. The ARD committee (including the parent) meets to review the results of the FIIIE.

Identification Categories for Dyslexia and Related Disorders

An identification of dyslexia may mean that a student is eligible under Special Education or Section 504. The members of the ARD or 504 Committee will consist of different professional personnel depending on the student referred and the type of concern noted. In addition to a campus administrator, the committee will include teachers with direct knowledge of the student and the noted concerns, teachers of the program(s) into

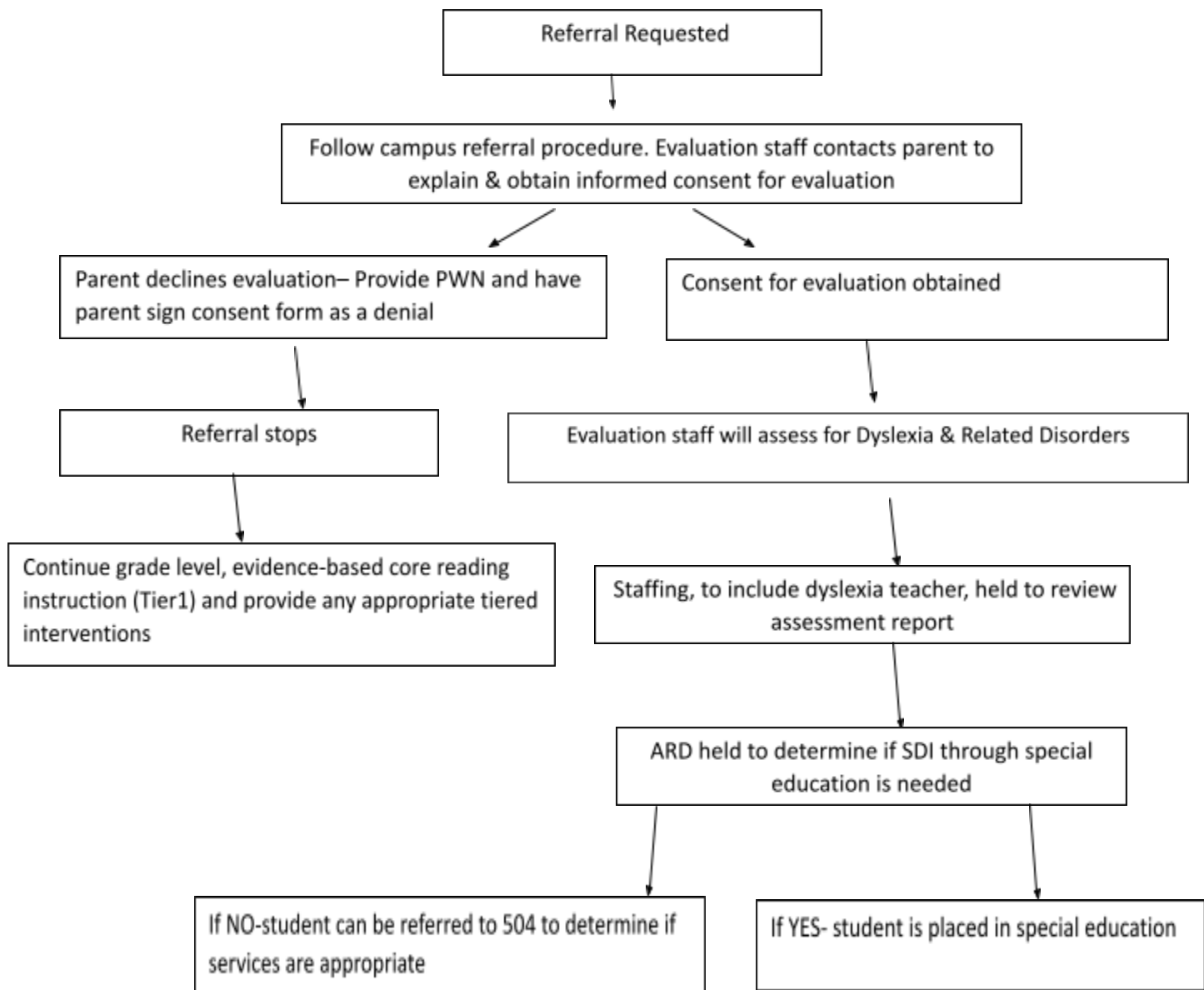
which the student may be referred and placed for services, the parent(s)/guardian(s) of the referred student, and any other persons with relevant and appropriate input.

To review the Pegasus School evaluation and identification process, please refer to the Pegasus School Dyslexia Evaluation flow chart in this document or on the PEGASUS SCHOOL website.

If a student enrolls in PEGASUS SCHOOL from another district or school with an identification of dyslexia, the campus 504 or ARD Committee will convene to review and continue comparable services to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. All Pegasus School 504 or Special Education processes and procedures must be followed. Prior to the 504 or ARD Committee meeting, special education evaluation staff and the campus dyslexia teacher will review all documentation to determine if additional evaluation is needed to consider placement in the PEGASUS SCHOOL Dyslexia Intervention.

If a parent presents to Pegasus School outside testing that identifies a student as having dyslexia/related disorder, the student will be referred for evaluation in PEGASUS SCHOOL. The existing data, along with the new assessment information, will be used by evaluators to determine appropriate eligibility. Referrals for evaluation can be made through the campus Special Education office. Parents have the right to request a referral for dyslexia or related disorders evaluation at any time by contacting the student's home campus.

Initial referral Process for Dyslexia & Related Disorders Evaluation



Services Provided and Monitoring of Students

Whether a student is identified with dyslexia and/or a related disorder and placed into the district dyslexia program, or a student is not identified and is referred to the SPED team for support, the campus is responsible for developing a plan to support the needs of the student through either the tiered intervention process or through program placement.

Services may be provided as follows:

- If a student is *not* identified with dyslexia/related disorders, the student may be referred to the campus SPED Team. The team will identify appropriate interventions following PEGASUS SCHOOL procedures. The team will also monitor student progress to ensure success.
- If a student *is* determined to have dyslexia/related disorders and is served under Section 504 or Special Education, the 504 or ARD Committee will develop an individualized plan according to PEGASUS SCHOOL procedures. This plan will

include any instructional accommodations and/or modifications necessary for success in the classroom. The committee must also consider and document whether the student is eligible for and requires accommodations related to state assessments. The 504 Committee should also consider whether, at any time, a referral for Special Education evaluation is appropriate.

Instruction for Students with Dyslexia and/or Dysgraphia

School districts may purchase a reading program or develop their own reading program for students with dyslexia and related disorders so long as the program is aligned to the descriptors found in the *Texas Dyslexia Handbook, 2021* [19 TAC §74.28(©)]. Pegasus School believes that students receiving support for dyslexia and related disorders are best served in small group settings with curriculum that meets all specifications indicated by the state.

In PEGASUS SCHOOL, all campus dyslexia teachers have been trained to utilize evidence-based, multisensory structured literacy instruction, referred to as standard protocol dyslexia instruction (SPDI). Standard protocol dyslexia instruction includes spelling, phonics, and decoding, phonological awareness, listening and verbal expression, reading comprehension, writing and study skills. Students receive instruction in a pull-out arrangement and are grouped with others working at a similar level. This allows the teachers to focus on high-quality instruction that meets the needs of learners and allows the students to progress at an appropriate pace. Students receive instruction according to the SPDI protocol.

Standard Protocol Dyslexia Instruction: In PEGASUS SCHOOL, standard protocol dyslexia instruction (SPDI) is offered kindergarten through grade 12. The components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. SPDI provides evidence-based, multisensory structured literacy instruction for students with dyslexia. The SPDI program is designed for all students with dyslexia and must be explicit, systematic, and intentional in its approach.

Standard protocol dyslexia instruction must be—

- evidence-based and effective for students with dyslexia •
- taught by an appropriately trained instructor, and •
- implemented with fidelity.

Instructional decisions for a student with dyslexia must be made by a committee (Section 504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. As is the case with any instructional program, differentiation that does not compromise the fidelity of a program may be necessary to address different learning styles and ability levels and to promote progress among students receiving dyslexia instruction.

Specially Designed Instruction: Specially designed instruction (SDI) differs from standard protocol dyslexia instruction in that it offers a more individualized program specifically designed to meet a student's unique needs. Note that participation in standard protocol dyslexia instruction must be considered for all students, including

those receiving SPDI under the IDEA. Standard protocol dyslexia instruction could be part of the specially designed instruction and services provided to meet the student's needs.

For more information regarding mandated evidence-based instructional programs for students with dyslexia and related disorders, refer to *Texas Dyslexia Handbook: Revised 2021*. <https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

The progress of students in the PEGASUS SCHOOL dyslexia program will be reviewed annually by either the campus 504 or ARD committee. Consideration of all available data shall be given when determining a student's progress.

Instructional Accommodations for Students with Dyslexia/Related Disorders

Decisions about which accommodations to use are very individualized and should be made for each student by the student's ARD or Section 504 committee, as appropriate. Students can, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them. The more input students have in their own accommodation choices, the more likely it is that they will use and benefit from the accommodations.

When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment. However, an educator's ability to meet the individual needs of a student with dyslexia or related disorders or provide support for the use of an accommodation *should not* be limited by whether an accommodation is allowable on a state assessment.

Accommodations are not one size fits all; rather the impact of dyslexia or the related disorder on the individual student determines the accommodation. Accommodations provide students with dyslexia or related disorders effective and equitable access to grade-level or course instruction in the general education classroom. The decision-making committee should select accommodations that meet the needs of the individual student.

When considering accommodations for the students with dyslexia or related disorders, consider the following:

- The rate of producing work
- The volume of the work to be produced
- The complexity of the tasks
- The tools used to produce the written product
- The format of the product

(Texas Scottish Rite Hospital for Children, 2018, p. 5).

Examples of appropriate accommodations for students with dyslexia or related disorders:

Textbooks and Books

- Assign peer reading buddies
- Do not require student to read aloud
- Provide access to text to speech and have student follow the text while listening
- Provide summaries of chapters
- Review vocabulary prior to reading
- Allow/encourage highlighting of important text

Curriculum/Instruction

- Provide a hard copy of complete or skeletal lecture notes
- Shorten assignments to focus on mastery of critical concepts
- Allow extended time for tests, assignments, and quizzes
- Oral administration or text to speech for tests, assignments & quizzes
- Utilize assistive technology as appropriate
- Accompany oral directions with visual clues
- Ask student to repeat, check for understanding during independent practice
- Allow opportunity for reteaching difficult concepts
- Break complex directions into 1-3 small steps—arrange in a vertical list format
- Provide preview questions, study guides or outlines
- Provide hard copy of test materials

Writing

- Allow extended time for written tasks, including note taking & copying
- Reduce the length of written assignments
- Allow student to audio record important information or assignments
- Allow student to use manuscript or cursive, whichever is most legible and efficient
- Allow assistive technology (e.g., speech to text) for written work
- Allow typed responses
- Grade for content not spelling or handwriting
- Provide a hard copy of complete or skeletal lecture notes
- Shorten spelling tests or multiple-choice spelling test format
- Provide graphic organizers
- Offer alternative to written projects, such as oral report, or visual media project

Math

- Allow student to use a 4-function calculator
- Break problems into smaller steps and at a slower pace
- Read story problems aloud
- Take time to reteach difficult concepts
- Use graph paper or lined paper sideways, to correctly line up math problems
- Use visuals, manipulatives, and concrete examples

Resources, Book

Texas Dyslexia Handbook, 2021, TEA

All Kinds of Minds by Mel Levine, M.D.

Basic Facts About dyslexia & Other Reading Problems by Louisa Cook Moats, Karen E. Dakin

Beginning to Read: Thinking and Learning About Print—A Summary by Marilyn Jager Adams

Dyslexia, Fluency, and the Brain by Maryanne Wolf

Dyslexia: Theory and Practice of Instruction, Third Edition by Diana Brewster Clark, Joanna Kellog Uhry

English Isn't Crazy! By Diana Handbury King

Helping Children Overcome L.D. by Gerome Rosner

Homework Without Tears: A Parent's Guide for Motivating Children To Do Homework and To Succeed in School by Lee Canter, Lee Hausner

How Dyslexic Benny Became a Star. A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith

Informed Instruction for Reading Success: Foundations for Teacher Preparation by The International Dyslexia Association

Josh: A Boy With Dyslexia by Caroline Janover

Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders by Mel Levine, M.D.

Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution by Johnathan Mooney, David Cole

Multisensory Teaching of Basic Language Skills, 2nd Edition by Judith R. Birsh (Ed.)

My Name is Brain Brian by Jeanne Betancourt

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level by Sally Shaywitz, M.D.

Parenting a Struggling Reader by Susan L. Hall, Louisa C. Moats

Proust and the Squid, The Story and Science of the Reading Brain Maryanne Wolf

Reading David: A Mother and Son's Journey Through The Labyrinth of Dyslexia by Lissa Weinstein, Ph.D.

Smart Kids with School Problems: Things to Know & Ways to Help by Pricilla Vail

Speech to Print by Louisa C. Moats

The Difficult Child by Stanley Turecki, M.D., Leslie Tonner

The Many Faces of Dyslexia by Margaret Byrd Rawson

The Misunderstood Child: Understanding and Coping with Your Child's Learning Disability by Larry B. Silver, M.D.

The Read Aloud Handbook by Trelease

The Source for Dyslexia and Dysgraphia by Regina Richards

The Tuned-in, Turned-on Book about Learning Problems by Marnell Hayes

The Voice of Evidence in Reading Research by Peggy McCardle, Vinita Chhabra

The Worst Speller in Jr. High by Caroline Janover, Rosemary Wellner

“What’s Wrong with Me?” Learning Disabilities at Home and School by Regina Cicci
Resources, Assistive Technology

Technology Supports for Struggling Readers
<http://www.region10.org/dyslexia/techplan/>

Resources, Related Links:

Academic Language Therapy Association (ALTA) <http://www.altaread.org>
ACT Assessment <http://www.act.org/aap/>
Council of Educators of Students with Disabilities (CESD) <http://www.504IDEA.org>
Education Service Center Dyslexia Contacts www.tea.state.tx.us/ESC/index.html
International Dyslexia Association (IDA) <http://www.interdys.org>
International Reading Association (IRA) <http://www.reading.org>
LD Online <http://www.ldonline.com>
Learning Institute of Child Health and Human Development (NICHD)
<http://www.nichd.nih.gov>
Texas Center for Learning Disabilities <http://www.texasldcenter.org>
Texas Education Agency (TEA) <http://www.tea.state.tx.us/>
The College Board <http://www.collegeboard.com>
The Florida Center for Reading Research <http://www.fcrr.org>
The National Reading Panel <http://www.nationalreadingpanel.org/>
Yale Center for Dyslexia and Creativity <http://dyslexia.yale.edu/>