

Links:

[TEA Guidance for Dyslexia and Related Disorder](#)

[Overview of Special Education for Parents](#)

[TEA Dyslexia Handbook \(2024\)](#)

[TEA Dyslexia Handbook Spanish \(2024\)](#)

Characteristic of Dyslexia

As defined in TEC §38.003(d): "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural 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.

**TEXAS Dyslexia Handbook 2024, P.7-8**

**Primary reading/spelling characteristics of dyslexia are difficulties with:**

Reading words in isolation

- Accurately decoding unfamiliar words
- Oral reading (slow, inaccurate, or labored without prosody)
- Spelling

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

**The reading/spelling characteristics are most often associated with:**

- 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)

**Consequences of dyslexia may include:**

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

**Screening Instrument:**

## mCLASS K–5 Literacy Assessment & Dyslexia Screening

DIBELS 8th edition assessments, provides universal screening, dyslexia screening and progress monitoring to assess students on their reading trajectory and what skills they need to develop.

Isatation 6-8

ISIP Dyslexia Screener

### **Instructional Components:**

**Phonological awareness** – Phonological awareness is the understanding of the internal sound structure of words.

**Sound-symbol association** – Sound-symbol association is the knowledge of the varies speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds.

**Syllabication** – A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following; closed, open, vowel-e consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable).

**Orthography** – Orthography is the written spelling patterns and rules in a given language.

**Morphology** – Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words.

**Syntax** – Syntax is the sequence and function of words in a sentence in order to convey meaning.

**Reading comprehension** – Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading.

**Reading fluency** – Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension.

### **Administration of Dyslexia Screener**

- An individual who is certified/licensed in dyslexia; or
- A classroom teacher who holds a valid certification for kindergarten and grade 1.

Trainings:

- DIBELS 8th Edition Benchmark Goals
- DIBELS 8th Edition Administration and Scoring Guide
- Oral Language
- Vocabulary
- Spelling
- RAN

Screening Procedure:

Interpreting mCLASS/ Istation Cut scores

Benchmark Result	Provider	Program	Setting
Well Below Scores( At Risk)	Certified Teachers	Amplify Texas Tutoring/Targeted Intervention	MTSS/Small group Targeted Instruction
Below	Tutors	Amplify Texas Tutoring/Targeted Intervention	Tutorial/Small group Targeted Instruction

Biweekly Progress Monitoring

Accommodations:

Accommodations are support and services provided to help a student access the general education curriculum. Accommodations written in a student's Individual Education Plan (IEP) or Section 504 service plan are determined by the specific program's committee.

Examples of reasonable classroom accommodations:
<ul style="list-style-type: none"><li>• Copies of notes (e.g., teacher- or peer-provided)</li><li>• Note-taking assistance</li><li>• Additional time on class assignments and tests</li><li>• Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)</li><li>• Alternative test location that provides a quiet environment and reduces distractions</li><li>• Priority seating assignment</li><li>• Oral reading of directions or written material</li><li>• Word banks</li><li>• Audiobooks</li><li>• Text to speech</li><li>• Speech to text</li><li>• Electronic spellers</li><li>• Electronic dictionaries</li><li>• Formula charts</li><li>• Adaptive learning tools and features in software programs</li></ul>