

EFFECTIVE STRATEGIES

In addition to explicit and systematic instruction in phonological awareness and phonemic awareness, phonics and word recognition, spelling, fluency, vocabulary, and comprehension...

- Self-monitoring strategies
 - Memory techniques to remember processes
 - Explicitly teach and practice skills for organizing, time management, and reviewing information
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Characteristics of Dyslexia

The following are the 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

Parent Resources

The Dyslexia Handbook
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

The Dyslexia Handbook
in Spanish
<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

Talking Books Program
www.texasalkingbooks.org

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

Learning Ally
www.learningally.org/state/landingpages/texas/

Bovina ISD

PO Box 70
500 Halsell

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Dyslexia Program Awareness for Educators and Parents

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What is Dyslexia?

The International Dyslexia Association defines “dyslexia” in the following way:

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.

POSSIBLE ACCOMMODATIONS TO BE DETERMINED BY COMMITTEE

- copies of notes (e.g. teacher-or peer provided)
- Note-taking assistance
- Additional time on class assignments and test
- Reduced/shortened assignments (e.g. chunking assignments into manageable units, fewer items given in classroom test or homework assignments without eliminating concepts)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment
- Oral reading of directions or written material
 - Word banks
 - Audiobooks
 - Text to speech
 - Speech to text
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Evaluating for Dyslexia in Texas

- If a school or parent suspects dyslexia or a related disorder, such as dysgraphia, a team would collect quantitative and qualitative data and determine if the student exhibits characteristics of dyslexia or other specific learning disabilities
- If the student exhibits characteristics of dyslexia, the school will seek parental consent for a Full Individual Initial Evaluation (FIE)
- Parents/guardians always have the right to request a referral for a dyslexia evaluation
- All students in kindergarten and Grade 1 must be administered a reading instrument and screened for dyslexia [unless an ARD or Section 504 committee determines the screener is not appropriate or the student is already identified with dyslexia]
- Grade 2 students must be administered a reading instrument, as well as any Grade 7 student who did not pass STAAR reading the previous year, or on last administration
 - Students enrolled in public schools must be evaluated for dyslexia and related disorders “at appropriate times.” [TEC 38.003 (a)]