



# Dyslexia & Related Disorders Parent Training

11/22/2024

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# Welcome & Introductions



**Jill Bracamonte, M.Ed.**

- Master's degree in Educational Leadership from Texas State University
- Certifications: Elementary 1-8, SPED PK-12, ESL Supplemental, Principal
- Trained in MTA and Wilson



**Karena Hayes, M.Ed.**

- Master's degree from Texas State University in Special Education
- Certified Teacher in EC-6, SPED K-12, ESL
- CALT in training, MTA curriculum



**Julie Joesel, M.A., LSSP**

- Master's degree from Texas State University in School Psychology
- Current Lead School Psychologist for the district

# Welcome & Introductions

## Additional Interventionists

### **UT Charter Schools:**

**Maria Figuera, M.Ed.**

Trained in Wilson and MTA

**Rebecca Vore**

Trained in MTA

**Trish Clifford**

Trained in MTA

### **UT Elementary School:**

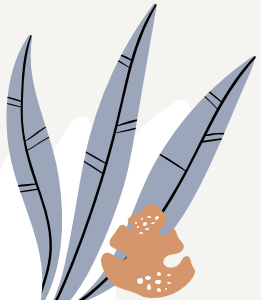
**Katharine Dryer**

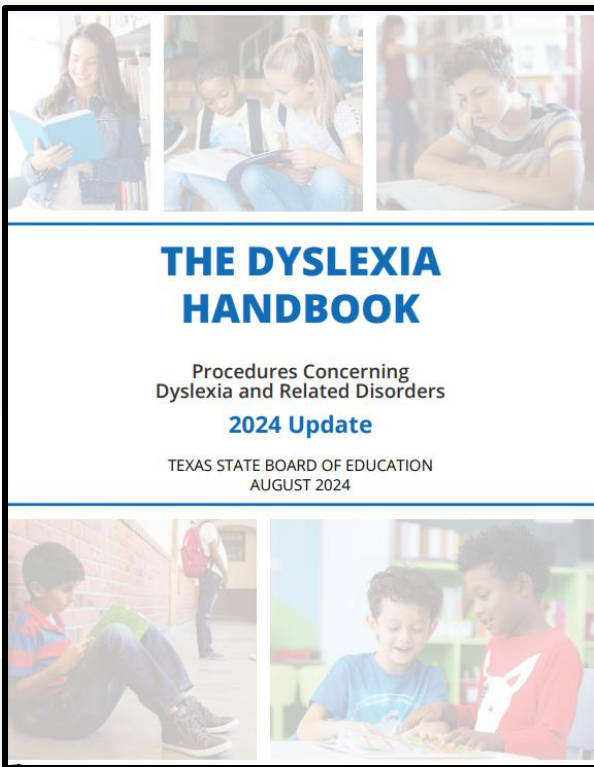
Trained in Wilson and  
Reading by Design

# Overview & Objectives

Gain an understanding of

- **Dyslexia** (Definition, Signs, Risk Factors)
- **Dysgraphia** (Definition, Characteristics)
- **Evaluation Process**
- **Dyslexia Intervention**
- **Parent Resources**

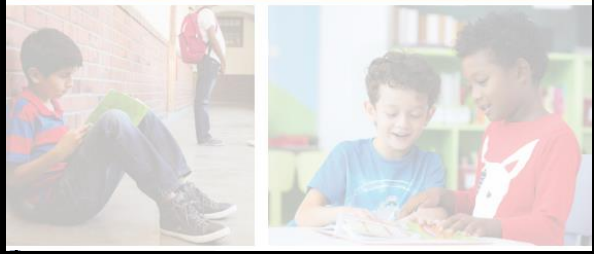




# THE DYSLEXIA HANDBOOK

Procedures Concerning  
Dyslexia and Related Disorders  
**2024 Update**

TEXAS STATE BOARD OF EDUCATION  
AUGUST 2024



**TEA**  
Texas Education Agency

### Overview of Special Education for Parents

**WHAT IS SPECIAL EDUCATION?**

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

**How can special education services help your child?**

- ▶ If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- ▶ Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

**SPECIAL EDUCATION PROCESS:**

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the **special education process**.


**Steps to Begin Special Education:**

- 1 Referral
- 2 Consent to Evaluate
- 3 Evaluation
- 4 Determine Eligibility (ARD)
- 5 Develop the IEP

**Receiving Special Education Services:**

➔  
Implement the IEP


More information about your rights as a parent can be found below:



SPEDTEX


Special Education Help for Parents

spedtex.org  
1-855-773-3839



Parents Guide to the ARD Process

bit.ly/ParentsARD



Notice of Procedural Safeguards

bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

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TEA.TEXAS.GOV/TEXASSPED
August 2023

<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

# Dyslexia- What is it?



Dyslexia is a **specific learning disability** that is **neurobiological** in origin.



It is characterized by difficulties with **accurate** and/or **fluent word recognition** & by poor **spelling** & **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 & the provision of effective classroom instruction.



Secondary consequences may include problems in **reading comprehension** & reduced reading experience that can impeded growth of **vocabulary** & **background knowledge**.

# Primary Characteristics

**Difficulty with:**



reading words in  
isolation



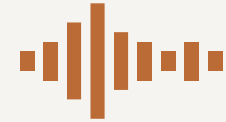
decoding  
unfamiliar words

\*\*\*Individuals demonstrate difference in degree of impairment and may not exhibit all the characteristics listed above\*\*\*

(2021 Dyslexia Handbook pg 1)



spelling



oral reading (slow, inaccurate  
or labored without prosody)

# Primary Characteristics

The 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)

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

C-A-T

ABC





# Dyslexia Basics

## Genetic Component

Genetic element, often a family member link

### Across Demographics

It is found across different languages, genders, socioeconomic status

### Not New

First documented cases in 17<sup>th</sup> century

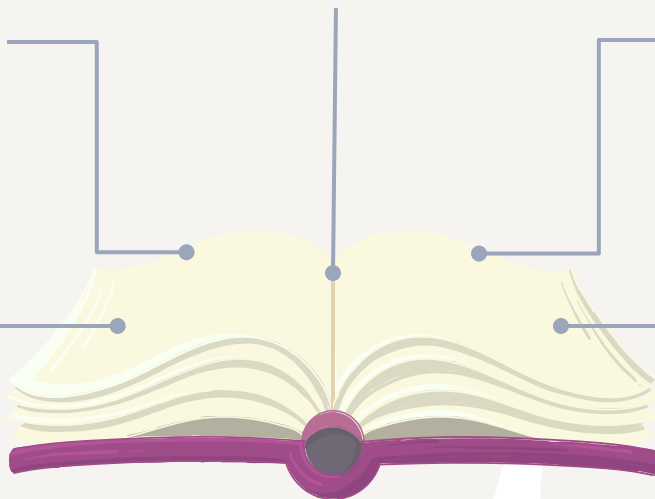
Wagner et.al 2020

### Early Intervention

Intervention takes 4x as long in 4<sup>th</sup> grade vs. late kinder. (IDA 2022)

### Neurodevelopmental

Ongoing research on the brain & reading



# Risk Factors by Grade

## Difficulty With:

- Syllables
- Rhyming
- Names of letters
- Orders of alphabet
- Remember sounds
- Decoding
- Spelling

K-1

## Difficulty with:

- Reading aloud
- Avoidance
- Reading fluently
- Less vocabulary
- Decoding
- Simple words for writing

4-5

## Difficulty with:

- Pronouncing names, remembering names
- Word retrieval
- Notetaking
- Remembering sequences (math/science formulas)

Post-Secondary

2-3

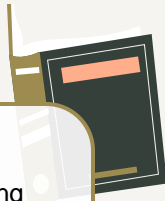
6-12

## Difficulty with:

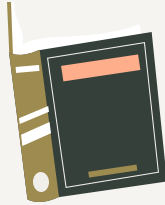
- Sight words
- Decoding
- Letter patterns
- Reading fluently
- Written expression

## Difficulty with:

- Volume of reading & writing
- Frustration with time & energy for reading
- Decoding
- Written assignments
- Reading fluency
- Foreign languages



# Dyslexic Thinking Strength



MADE BY  
DYSLEXIA

## Dyslexic thinking skills



### Visualising

Interacting with space, senses, physical ideas & new concepts.

(75% of dyslexics are above average at Visualising).



### Imagining

Creating an original piece of work, or giving ideas a new spin.

(84% of dyslexics are above average at Imagining).



### Communicating

Crafting & conveying clear & engaging messages.

(71% of dyslexics are above average at Communicating).



### Reasoning

Understanding patterns, evaluating possibilities & making decisions.

(84% of dyslexics are above average at Reasoning).



### Connecting

Understanding self; connecting, empathising & influencing others.

(80% of dyslexics are above average at Connecting).



### Exploring

Being curious & exploring ideas in a constant & energetic way.

(84% of dyslexics are above average at Exploring).

# Implications for Math/Science/Social Studies

## Difficulties

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Sequencing

Formulas

Numbers/Calculations

Rote Memorization

Rapid recall of facts

Directionality



## Strengths

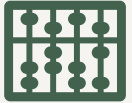
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Visual/Spatial Thinking

Big Picture

Reasoning/Pattern Recognition

Geometry/3D Shapes





# Dyslexia Screening Process

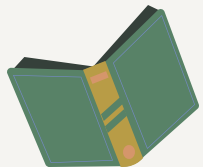
## DIBELS

- Dyslexia Screener is in addition to the reading assessment in K-2
  - Kinder - end of the year
  - 1st grade - mid-year
  - 2nd graders \* - beginning of the year

## 7th Grade

- TMSFA reading assessment is provided in the beginning of the year

\*who have not previously been screened\*



# Dysgraphia - What is it?



A review of recent evidence indicates that 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) (Berninger, 2015).




**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.





# Dysgraphia Characteristics

- 
- 
- 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/inconsistent pressure and hand fatigue
  - Slow writing and copying with legible or illegible handwriting
  - Multiple spelling errors
- Mixture of capital & lower-case letters within words
  - Lack of letter anchoring on lines- (swimming/floating letters)
  - Simple word choice that does not reflect vocabulary abilities
  - Lack of punctuation, capitalization, and paragraph indentation
  - Written output does not match oral language skills
  - Frustration/writing avoidance
- 

# Dysgraphia - What it is NOT?



- Evidence of a damaged motor nervous system
- Part of a developmental disability that has fine motor deficits (e.g., intellectual disability, autism, cerebral palsy)
- Secondary to a medical condition (e.g., meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate) (Berninger, 2004)”





# Formal Evaluation for Dyslexia/ Dysgraphia

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After a request for testing, the evaluation team will contact you to review the process.

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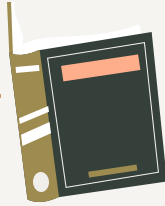
The school has **45 school days** to complete the evaluation.

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Evaluation consists of **formal and informal measures** as determined by the evaluator.

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Process of evaluation includes consideration of **all possible Learning Disability categories**.






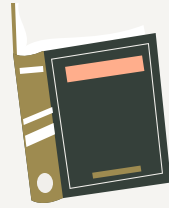
# Identification Process: Dyslexia

Based on the student's academic difficulties, characteristics, and/or language acquisition, additional areas related to vocabulary, listening comprehension, oral language proficiency, written expression, and other cognitive abilities may need to be assessed. Areas for evaluation are provided below in Figure 3.4.

Figure 3.4. Areas for Evaluation

<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"><li>• Letter knowledge (name and associated sound)</li><li>• Reading words in isolation</li><li>• Decoding unfamiliar words accurately</li><li>• Reading fluency (rate, accuracy, and prosody are assessed)</li><li>• Reading comprehension</li><li>• Spelling</li></ul>	<ul style="list-style-type: none"><li>• Phonological/phonemic awareness</li><li>• Rapid naming of symbols or objects</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary</li><li>• Listening comprehension</li><li>• Verbal expression</li><li>• Written expression</li><li>• Handwriting</li><li>• Memory for letter or symbol sequences (orthographic processing)</li><li>• Mathematical calculation/reasoning</li><li>• Phonological memory</li><li>• Verbal working memory</li><li>• Processing speed</li></ul>





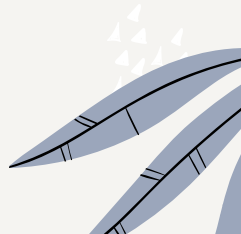
# Identification Process: Dysgraphia

The process of handwriting requires the student to rely on memory for letters or symbol sequences, also known as orthographic processing. Memory for letter patterns, letter sequences, and the letters in whole words may be selectively impaired or may coexist with phonological processing weaknesses. When spelling, a student must not only process both phonological and orthographic information, but also apply their knowledge of morphology and syntax (Berninger & Wolf, 2009).

Figure 5.2. Areas for Evaluation of Dysgraphia

<u>Academic Skills</u>	<u>Cognitive Processes</u>	<u>Possible Additional Areas</u>
<ul style="list-style-type: none"><li>• Letter formation</li><li>• Handwriting</li><li>• Word/sentence dictation (timed and untimed)</li><li>• Copying of text</li><li>• Written expression</li><li>• Writing fluency (both accuracy and fluency)</li></ul>	<ul style="list-style-type: none"><li>• Memory for letter or symbol sequences (orthographic processing)</li></ul>	<ul style="list-style-type: none"><li>• Phonological awareness</li><li>• Phonological memory</li><li>• Working memory</li><li>• Letter retrieval</li><li>• Letter matching</li></ul>

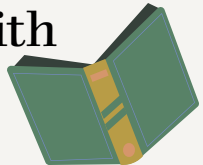
Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia lessons from teaching and science*. Baltimore, MD: Paul H. Brookes Publishing.



# Dyslexia Evaluation Practices



- Dyslexia identification is based on the **preponderance of evidence**.
- If the ARD committee determines that the student exhibits **weaknesses in reading and spelling**, the committee will then examine the student's data to determine whether these difficulties are **unexpected** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction.
- It is not one single indicator but a **preponderance of data (both informal and formal)** that provides the committee with evidence for whether these difficulties are unexpected.





# Dyslexia Evaluation Practices

HB 3928 FAQ document provides **three guiding questions:**

Does the data show:			Do these result from a deficit in the phonological component on language  (average phonological scores alone do not rule out dyslexia)	Are these unexpected  for the student's age in relation to the students' other abilities and provision on effective classroom instruction
Difficulty with poor/accurate word reading	Poor Spelling	Poor Decoding		

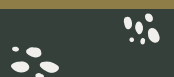
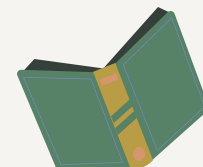
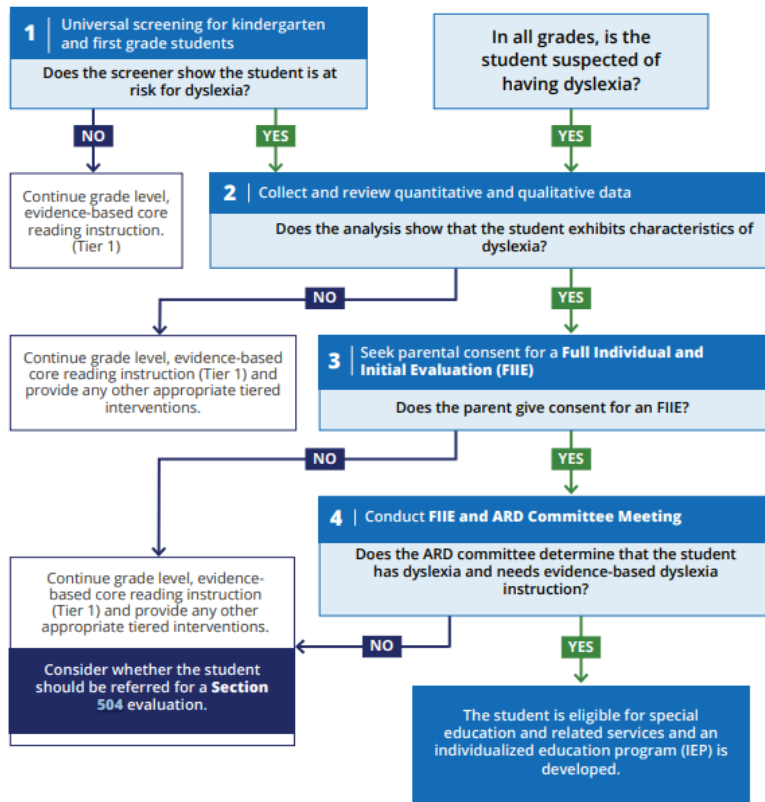


Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

### Pathway for the Identification and Provision of Instruction for Students with Dyslexia




# Changes to the Law regarding 504 students – Review of changes that took effect in 23-24

- If current 504 student receiving Dyslexia Direct Intervention services, the student ***MUST be*** evaluated for consideration of Special Education eligibility. Guidance is requiring that All students who are served by Section 504 for Dyslexia who continue to need an Evidenced Based Dyslexia Program (direct Dyslexia intervention) will be assessed by the end of the 2024-25 school year.
- **Direct Dyslexia intervention will no longer be available through Section 504.** This Intervention is now categorized as a Special Education Service. Due to this, students who require direct Dyslexia Intervention **MUST** be evaluated and eligible for Special Education. Once eligible, direct Dyslexia Intervention services will be available for the student. If a parent does not give consent for a Special Education Evaluation, the student will not be able to access the Special Education service of direct Dyslexia Intervention. **This is a change and will only impact students who currently receive Direct Dyslexia Intervention through Section 504. This will not impact new referrals for evaluation.**

# Changes to the Law regarding 504 students




- **If a parent does not give consent for an FIIE when dyslexia is suspected or for the provision of special education and related services when dyslexia is identified, what happens?**
  - "Beginning with the 2023-2024 school year, which is the school year in which HB 3928 first applies, a student will not be entitled to receive an evidence-based dyslexia program if a parent refuses to consent to the provision of special education and related services following an FIIE or after an ARD committee has determined that the student is eligible for special education based on the identification of dyslexia and a need for an evidence-based dyslexia program."
  - To rephrase: Starting this school year, a student will no longer be able to receive Direct Dyslexia Intervention services **UNLESS** they are eligible and receiving Special Education services with parent consent.
- 



# Changes to the Law regarding 504 students



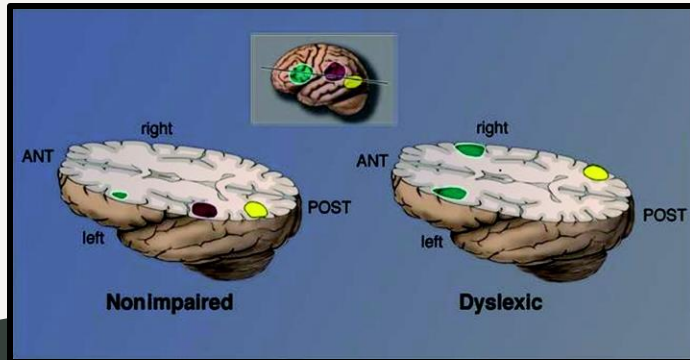
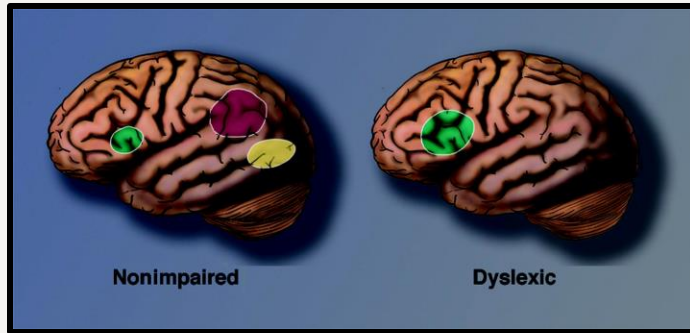
- **If a student no longer needs an evidence-based dyslexia program (Direct Dyslexia Intervention), might that student eventually be exited from special education and placed on a Section 504 plan?**
  - If the student is considered to be ON GRADE level, BUT still requires Direct Dyslexia Intervention, this student will continue to qualify for Special Education Services based on the need for Direct Dyslexia Intervention.
  - When an ARD committee determines a student with dyslexia no longer requires a Direct Dyslexia Intervention, it might determine that the student still would benefit from regular education aids and services (e.g., instructional accommodations). In that case, if a Direct Dyslexia Intervention was the only special education and related services the student received, the ARD committee could determine that the student no longer meets criteria and exit the student from special education, and transition the student to a Section 504 plan as necessary.
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# Teaching Strategies, Interventions, and Accommodations/Modifications



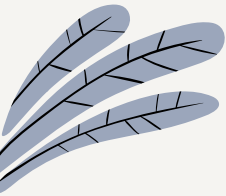
# Dyslexia Instruction



**Repetitions of Foundational Reading Skills**  
1-4 gifted student  
4-14 typical student  
14-40 struggling reader  
40-200 student with a Dyslexia or LD

*Originally from p 66 of A Principal's Primer for Reading Achievement by Pati Montgomery Dallas Branch of International Dyslexia Association*





# Dyslexia Instruction

## Effective

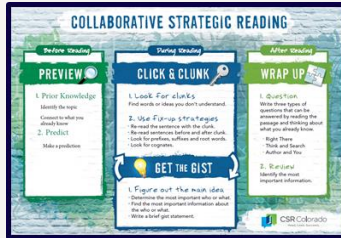
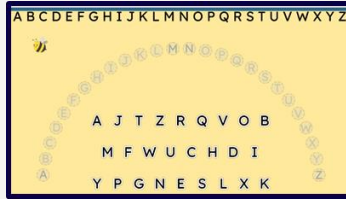
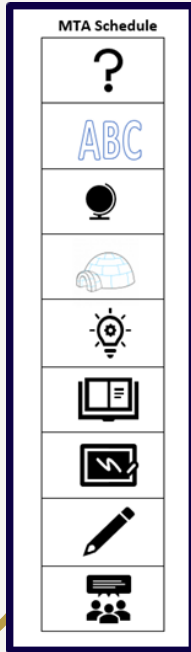
- Systematic, Explicit, Multi-Sensory Instruction
- Evidenced-based
- Addresses
  - Phonology
  - Sound-symbol association
  - Syllabication
  - Orthography
  - Morphology
  - Syntax
  - Comprehension
  - Fluency

## Ineffective

- Color Overlays
- Balance Therapy
- Special lighting
- Vision Therapy
- "Quick Fix" programs

\*For additional information see pg 39-41, 53 of the [Texas Dyslexia Handbook](#)

# MTA Intervention



## Components

Phonological Awareness

Sound-Symbol Association

Syllabication

Orthography (spelling patterns)

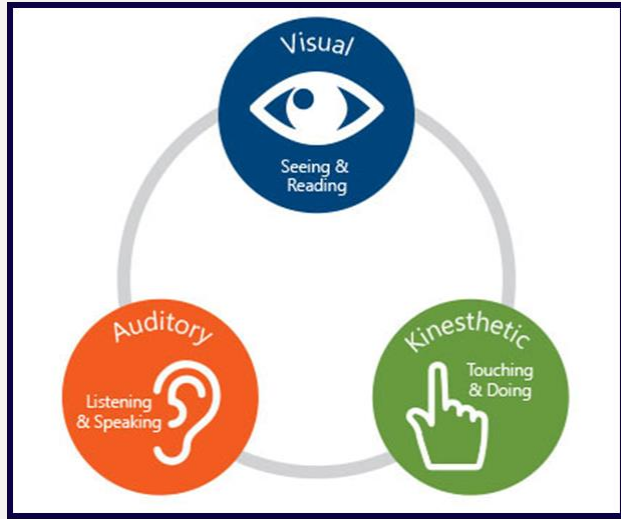
Morphology (affixes)

Syntax (grammar, written expression)

Reading Comprehension

Reading Fluency

# MTA Intervention



## Delivery

VAKT- Simultaneous & Multisensory  
Systematic & Cumulative  
Explicit Instruction  
Diagnostic teaching to automaticity  
Synthetic Instruction  
Analytic Instruction  
Provided by trained Interventionist

# MTA Intervention

## Intensity

Groups of 4 or less  
4-5 days a week  
45 minutes+ sessions



180-240 minutes per week



3-5 year program- progress based on individual needs



Amplio Platform- curriculum integrated into an online platform, virtual option



Trained instructor

# MTA Progress Report

- 6 Weeks
- Curriculum Progress
- Kits 1-7, Reading Probes, Additional areas
- In addition to IEP goal

**MTA Dyslexia Reading Intervention Progress Report**

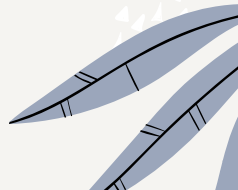
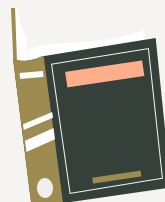
Six Weeks Period: 01\* 02\* 03\* 04\* 05\* 06\* Intervention Dates:

<b>Student:</b>	<b>Interventionist:</b>	
<b>Progress Report Summary:</b>		
<b>Area of Curriculum/ Content Mastered</b>		
<b>History of Language Completed</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Alphabet - Letter Names</b>		
<input type="checkbox"/> Sequencing <input type="checkbox"/> Alphabetizing <input type="checkbox"/> Reading/Spelling Letter Decks		
<input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> h <input type="checkbox"/> i <input type="checkbox"/> j <input type="checkbox"/> k <input type="checkbox"/> l <input type="checkbox"/> m <input type="checkbox"/> n <input type="checkbox"/> o <input type="checkbox"/> p <input type="checkbox"/> q <input type="checkbox"/> r <input type="checkbox"/> s <input type="checkbox"/> t <input type="checkbox"/> u <input type="checkbox"/> v <input type="checkbox"/> w <input type="checkbox"/> x <input type="checkbox"/> y <input type="checkbox"/> z		
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<b>Reading/Spelling Concepts</b>		
<input type="checkbox"/> DIF positions <input type="checkbox"/> Vowels/Consonants <input type="checkbox"/> Syllables <input type="checkbox"/> Open/Closed syllables <input type="checkbox"/> Accents <input type="checkbox"/> Open, Accented Syllables <input type="checkbox"/> Reading Doubled Consonants	<input type="checkbox"/> Coding Closed Syllables <input type="checkbox"/> Based Words & Suffixes <input type="checkbox"/> Coding and Reading Plurals <input type="checkbox"/> Reading Final S's <input type="checkbox"/> The unaccented words a <input type="checkbox"/> Recognizing consonants and Phrases <input type="checkbox"/> Suffixes a/e	<input type="checkbox"/> Two sounds for suffixes s <input type="checkbox"/> Spelling derivatives (suffixes a) <input type="checkbox"/> Reading Possessives and Conjunctions <input type="checkbox"/> Irregular word concepts - said <input type="checkbox"/> Spelling base words ending in f, ll, ss
<input type="checkbox"/> Final e in monosyllables <input type="checkbox"/> Ng spelled ng as n <input type="checkbox"/> Suffixes lpg <input type="checkbox"/> Syllable division VCCV <input type="checkbox"/> Df k spelled k e <input type="checkbox"/> Spelling of suffixes do not change <input type="checkbox"/> Spelling Derivatives: BW spelling unchanged (standing)	<input type="checkbox"/> Final k spelled ck <input type="checkbox"/> Spelling Derivatives: BW spelling unchanged (standing) <input type="checkbox"/> Df k spelled k before a/i <input type="checkbox"/> Final s in monosyllables <input type="checkbox"/> Suffixes less	<input type="checkbox"/> Suffixes less <input type="checkbox"/> Spelling Derivatives: BW spelling unchanged (supers) <input type="checkbox"/> Df k spelled e before a/o/u/e <input type="checkbox"/> Irregular words of ee, sh, ck, M-, M-, Me-, Me-, De-, ax, they, they're, their, theirs, shoe, you, you'll, you're, your, yourself, in, one, two
<input type="checkbox"/> Final s spelled ss <input type="checkbox"/> Final k spelled k <input type="checkbox"/> Syllable Division VC CV <input type="checkbox"/> Derivatives: Final consonant of BW doubled (standing) <input type="checkbox"/> Consonants <input type="checkbox"/> Suffixes ed/ (ed, d, t) <input type="checkbox"/> Spelling: Doubling medial consonants in BW (bubble) <input type="checkbox"/> Spelling: Doubling medial consonants in base words (bubble)	<input type="checkbox"/> g after /r/ (g) <input type="checkbox"/> Final /d/ spelled d or ed <input type="checkbox"/> Final /t/ spelled t or ed <input type="checkbox"/> Suffixes ep <input type="checkbox"/> Suffixes ep, gn <input type="checkbox"/> Spelling Derivatives: BW spelling unchanged (standing) <input type="checkbox"/> Final silent e <input type="checkbox"/> Suffixes es	<input type="checkbox"/> Spelling Derivatives: BW spelling unchanged (standing) <input type="checkbox"/> Suffixes ep <input type="checkbox"/> Irregular Words: <i>past, pull, full, ball, crust, none, people, much, white, another, better, another, another, another, bush, push, fisher, four, pour, court, course, ground, sure, there, none, ought, bought, thought, brought</i>
<input type="checkbox"/> Medial /s/-ck <input type="checkbox"/> Final /s/-ck <input type="checkbox"/> Final /s/-gn <input type="checkbox"/> Final /y/-gn <input type="checkbox"/> Df /k/ before c, k, y <input type="checkbox"/> Final /s/-es	<input type="checkbox"/> Final /s/-ay <input type="checkbox"/> Initial /s/-s <input type="checkbox"/> Syllable Division VCV <input type="checkbox"/> Final /y/-e <input type="checkbox"/> /gn/-er <input type="checkbox"/> A after /w/	<input type="checkbox"/> Spelling long vowels in open accented syllables <input type="checkbox"/> Irregular words: <i>any, many, were, tonight, give, live, love, when, where, whose, why, today, bayou, goes, could, etc, answer, only, buy, want, get, there, love, get, been</i>

**MTA Dyslexia Reading Intervention Progress Report**

Six Weeks Period: 01\* 02\* 03\* 04\* 05\* 06\* Intervention Dates:

<input type="checkbox"/> Suffix -y <input type="checkbox"/> Medial /s/-e <input type="checkbox"/> Suffix -gh <input type="checkbox"/> Reading - Dropping e (hoping) <input type="checkbox"/> Final /y/-e <input type="checkbox"/> Spelling ei/oy <input type="checkbox"/> Prefix: Affix <input type="checkbox"/> Prefix: un, in, up <input type="checkbox"/> Spelling-changed (hoping) <input type="checkbox"/> Prefixes: dia, mis <input type="checkbox"/> Syllable Division VCVV <input type="checkbox"/> Prefixes: sub, super <input type="checkbox"/> Initial /s/-r	<input type="checkbox"/> Final /gn <input type="checkbox"/> Syllable Division VCCV <input type="checkbox"/> Accents in longer words <input type="checkbox"/> /gh/ in open unaccented syllables <input type="checkbox"/> Prefixes: under, over <input type="checkbox"/> /sh/ /ph/ /ch <input type="checkbox"/> /gh/ Final: /ch/ or /ch/ <input type="checkbox"/> Consonant gradient to BV <input type="checkbox"/> i before final visible syllable <input type="checkbox"/> Final visible syllable -gn <input type="checkbox"/> gn spelled gn, ew <input type="checkbox"/> Reading: /sh/, /ch/, /old <input type="checkbox"/> Prefixes: a, re	<input type="checkbox"/> Spelling: /sh/, /ch/, /old <input type="checkbox"/> Prefixes: pre, pos <input type="checkbox"/> e-/s/ or /y/ <input type="checkbox"/> Medial s spelled s or c = Final s spelled es <input type="checkbox"/> Silent s after a (bubble) <input type="checkbox"/> Medial k spelled ck or cc <input type="checkbox"/> Vowel Prefixes to BV <input type="checkbox"/> Irregular Words: <i>build, build, three, where, when/less, spinach, horse, break, ocean, blood, able, often</i>
<input type="checkbox"/> Reading changing y to i <input type="checkbox"/> Latin stems <input type="checkbox"/> /u/ spelled u or a, final a <input type="checkbox"/> silent letters <input type="checkbox"/> Syllable Division VCV <input type="checkbox"/> Final /y/ ew <input type="checkbox"/> Spelling changing y to i <input type="checkbox"/> Final /y/ spelled ac	<input type="checkbox"/> (au) spelled au or a, final au <input type="checkbox"/> g' /g/ or /j/ <input type="checkbox"/> y to i and adding es <input type="checkbox"/> silent letters <input type="checkbox"/> Df k spelled i on g <input type="checkbox"/> Final /y/ spelled /gn/ on gn <input type="checkbox"/> Syllable Division Vggn	<input type="checkbox"/> French Suffixes: /gn <input type="checkbox"/> Spelling medial or final s <input type="checkbox"/> French Suffixes: age <input type="checkbox"/> Final u spelled up <input type="checkbox"/> Irregular words: <i>memories, computer, through, bread, get, extra, candy, tomorrow, teach, possible, able</i>
<b>Handwriting</b>		
<ul style="list-style-type: none"> <li>• Cursive letter forms</li> </ul>		
<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> K <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> P <input type="checkbox"/> Q <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> T <input type="checkbox"/> U <input type="checkbox"/> V <input type="checkbox"/> W <input type="checkbox"/> X <input type="checkbox"/> Y <input type="checkbox"/> Z		
<b>Written Composition /Comprehension</b>		
<input type="checkbox"/> Before Reading Strategies <input type="checkbox"/> Testing Strategies <input type="checkbox"/> Names <input type="checkbox"/> Metaphors <input type="checkbox"/> Common/Proper nouns <input type="checkbox"/> Pronouns <input type="checkbox"/> Subject of Sentences		
<b>Reading Fluency</b>		
<ul style="list-style-type: none"> <li>• 1-minute timed reading probes</li> <li>• Accuracy = WPM (words per minute)</li> </ul>		
<b>Date</b>	<b>Rate (WPM)</b>	<b>Accuracy (%)</b>
<b>Talking Books and Dyslexia Handbook:</b>		
<p>The Talking Book Program (TP3) provides students with reading difficulties the ability to borrow audiobooks free of charge. Please go to <a href="https://www.tdexas.gov/districts/special-student-populations/dyslexia-and-related-disorders">https://www.tdexas.gov/districts/special-student-populations/dyslexia-and-related-disorders</a> for more information. The Dyslexia Handbook can be found at this link: <a href="https://es.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders">https://es.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders</a></p>		







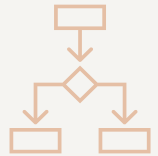
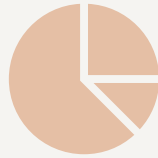
# Accommodations & Modifications

## Accommodations

### HOW-

Changes to materials, procedures, techniques

Lower level reading text to access science curriculum



## Modifications

### WHAT-

Changes to the level on instruction provided or tested

Lower level reading text to access reading fluency/comprehension

Prerequisite skill

TEKS

# Common Accommodations



## Reading/Writing

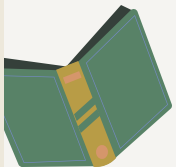
- Oral Administration of tests & assignments
- Oral response to short answer when possible
- Text-to-Speech
- Speech-to-text
- Word Predication
- Cloze notes/guided notes/copy of class notes

## Working Memory/Organization

- Graphic Organizers
- Writing Checklists
- Time-lines
- Visuals
- Calculator
- Formula Charts
- Graph paper to line up math problems

## General

- Alternate assessment when possible- multimedia presentation, use of art/poster projects, hands-on demonstration of knowledge
- Preferential seating
- Extra Time



# Tech Tools

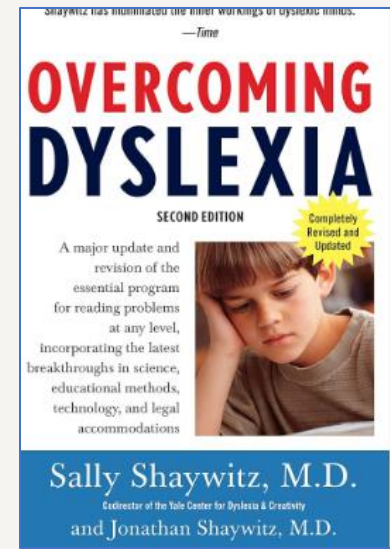
- Immersive Reader
- One-Note Speech/Text
- Google Docs Speech/Text
- Accessibility Features
- Learning Ally Audio Books

# Resources for Parents

## Books

*Overcoming Dyslexia*

by Sally Shaywitz, M.D. and Johnathan Shaywitz, M.D.



## Websites

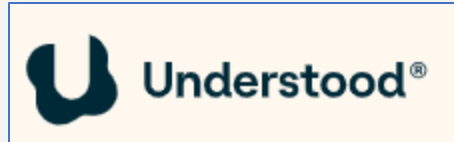
[Madebydyslexia.org](http://Madebydyslexia.org)



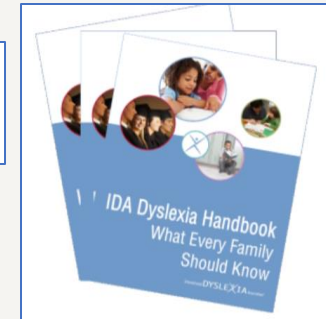
[Dyslexiaida.org](http://Dyslexiaida.org) - International Dyslexia Association



[Understood.org](http://Understood.org)



[Dyslexia.yale.edu](http://Dyslexia.yale.edu) - The Yale Center for Dyslexia & Creativity





# Resources for Parents

## TEA Resources

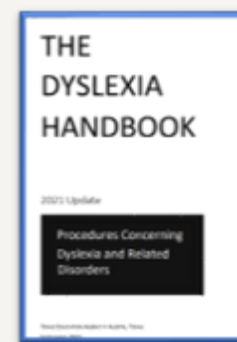
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

## Dyslexia & Related Disorders Website

- The Dyslexia Handbook
- Additional information
- Documents in both English & Spanish

## Region 10 Statewide Dyslexia Page

<https://www.region10.org/programs/dyslexia-statewide/overview/>



# Resources for Parents

## Audiobook Resources

### Talking Book Program

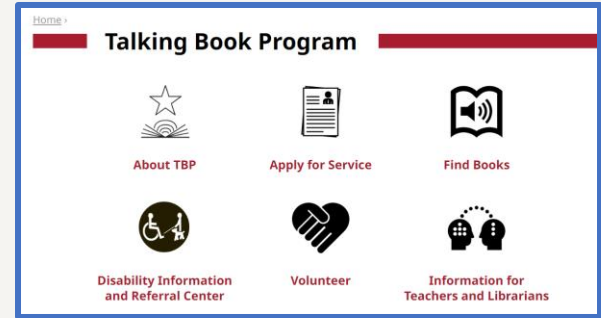
<https://www.tsl.texas.gov/tbp/index.html>

### Learning Ally

[Learningally.org](https://learningally.org)



The screenshot shows the top portion of a guide titled "THE LEARNING ALLY AUDIOBOOK SOLUTION". It includes the Learning Ally logo, a sub-header "Guide to Getting Started with the Learning Ally Audiobooks App", and a photograph of a young girl wearing headphones and reading a book. Below the photo, it says "Welcome to the Learning Ally Audiobooks app. Follow these simple steps to begin your learning experience." and "Installing Learning Ally Audiobooks".



The screenshot shows the "Talking Book Program" navigation menu. It features six icons with corresponding text: "About TBP" (star icon), "Apply for Service" (document icon), "Find Books" (book with speaker icon), "Disability Information and Referral Center" (wheelchair icon), "Volunteer" (handshake icon), and "Information for Teachers and Librarians" (two heads with gears icon).



# Lexia Parent Resource Hub

[www.lexialearningresources.com/lexia-at-home.html](http://www.lexialearningresources.com/lexia-at-home.html)

## Core 5

- Home Activities List
- Lesson Overviews
- Flash Cards/Letter Tiles
- Skill Builders

## PowerUp

- Newsletter Activities
- Lesson Overviews
- Anchor Charts
- Skill Builders

Lexia AT-HOME RESOURCES HUB

Guidance for Educators and Families Using Lexia Products at Home [CLICK HERE](#)

Lexia® Core5® Reading Lexia® PowerUp Literacy®

Using Core5 at Home

This brief overview explains how families can support students using Core5 at home as part of a remote learning model. Also available in English (UK), Arabic, Chinese (Mandarin/Simplified), Haitian Creole, Korean, Portuguese, Spanish, and Vietnamese.

**Lexia Read @ Home Activities**

Lexia now offers reviewers with hands-on activity ideas to promote literacy development at home. With options for all levels—foundational through advanced readers—these fun games and projects can be completed with items that families already have at home. Educators can share your Read @ Home reviewers directly with families to include any of the activities to ensure learning continues.

Kindergarten Literacy Building Activities English PDF Spanish PDF

Grade 1 Literacy Building Activities English PDF Spanish PDF

**Summer Reading Bingo Challenge**

Students can boost their literacy skills all summer long with these fun activities. Have them go for five in a row, or try to fill the whole board!

Kindergarten Summer Bingo Board English PDF Spanish PDF

Grade 1 Summer Bingo Board English PDF Spanish PDF

Grade 2 Summer Bingo Board English PDF Spanish PDF

Lexia CORE5 READING

Core5 Home Activities

Reading Skills List

Use your child's Core5 level as a guide and build reading skills through these at-home activities!

Level 1 Play games to practice rhyming and categorizing! Say a word, like *top*, and see if your child can come up with words that rhyme, like *dog* and *hop*. Or, give him a category, such as *animals*, and see how many he can think of.

Level 2 Play games to build sound awareness and vocabulary as you look for objects around you. Say a sound, like /i/, and see if your child can find something that starts with that sound. Or, describe an object (I see a *road*, with /r/) and see if she can guess what it is.

Level 3 Continue to build sound awareness and vocabulary as you play at home. Count the sounds of objects around you (/s/ /i/ /r/ /s/ has 3 sounds), look for common sight words in books, and describe objects with interesting adjectives. Use "I used an *emperor* cap!"

Level 4 Go on a sound treasure hunt. Pick a sound, like /i/, and see how many things your child can find that begin or end with that sound. Afterwards, have him describe these objects with adjectives, like "I found a *short* and *fat* rat."

Level 5 Read together! Find consonant-vowel-consonant (CVC) words, like *lip* and *fat*, and common sight words, like *sat* and *com*, for her to try reading on her own. If she gets stuck on a CVC word, help by reading it out, one sound at a time. When you finish reading, have your child tell you what the story was about.

Level 6 Practice spelling consonant-vowel-consonant (CVC) words, like *hop* and *run*. Then, have your child tell you how the words are related (CVC and *run* are both actions) or have him make a sentence with the words (It is fun to *hop* and *run*).

Level 7 Write silly sentences together using new words and patterns. Try using word families, like *-ail*, and contractions (Don't *put* a *tick* with my *snout*). Have her read them back to you. Choose the best ones to act out or dramatize!

Level 8 Share notes with each other so that your child can practice reading and writing compound words (snout and) and words with vowel teams (boat, trout). Leave messages for him throughout the day like "Track the *emperor*!" or "Send *emperor*!"

Level 9 Practice as you cook! Choose a recipe and read it together. Have your child write and categorize the ingredients (dairy, grains, fruits). When you are done, have her tell someone else the steps of the recipe using sequence words, like *first*, *then*, and *finally*.

Lexia READ@HOME

ADOLESCENT LITERACY BUILDING ACTIVITIES

Family support boosts learning, and Lexia is here to help. Try these fun games and activities to reinforce and build your reader's literacy skills from home.

**Act It Out**

Can your reader tell when an author is trying to convince them to do or believe something? Looking for persuasive writing words can improve their reading comprehension.

Look at different ads together—online or in magazines—and talk about how advertisers try to persuade us. Common techniques are asking rhetorical questions, repeating words and phrases, using inclusive language (friends & family), and demonstrating values.

Now your reader is ready to write a script and act out a persuasive ad of their own!

**Beat the Clock**

Help build your reader's vocabulary with these Greek word pairs.

with (chief) architect, monarchy hierarchy  
des (desire) democracy, pandemic  
graph (written) autobiography, paragraph  
ology (the study of) technology, biology  
path (walking, challenge, uniquely) pathos  
psych (mind) psychic, psychologist  
therm (heat) thermometer, hypothermia

Make word cards together—write a Greek word part and its meaning on each card. Then, display one card at a time and see who can make the longest list of words that include the Greek word part in one minute. Using a dictionary is recommended!

**Art Studio**

Making predictions about what's going to happen next is a great way to improve reading comprehension. Try this fun project with your reader to help them predict like a pro!

Find a comic strip that shows a series of events. Cut out or cover the final panel, and give the comic strip to your reader. Have them predict the next event and draw their own version of the final panel. Then, display the original and talk about how they're similar and how they're different.

If the project is a bit tricky, having an illustration of a book, movie, or TV show and asking your reader to make a prediction about what's next. Have them illustrate or write about their ideas—or simply brainstorm and discuss predictions together.

1C Syllable Division

When a word with more than one syllable contains one consonant (C) between the vowels, usually divide before the consonant.

Steps to Follow

1. Write the word.
2. Look for the consonant.
3. Write a new consonant.
4. Write the vowels.
5. Write the syllable.

hgmjld hgmjld hgmjld hgmjld hgmjld

hgmjld hgmjld hgmjld hgmjld hgmjld

hgmjld hgmjld hgmjld hgmjld hgmjld

hgmjld hgmjld hgmjld hgmjld hgmjld

hgmjld hgmjld hgmjld hgmjld hgmjld

# Parent Handouts

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Signs of Dyslexia by Age

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Common Misconceptions

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Resource List

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Stages of Writing Development



# Parent Handouts

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<https://utelementary.org/dyslexia-services/>

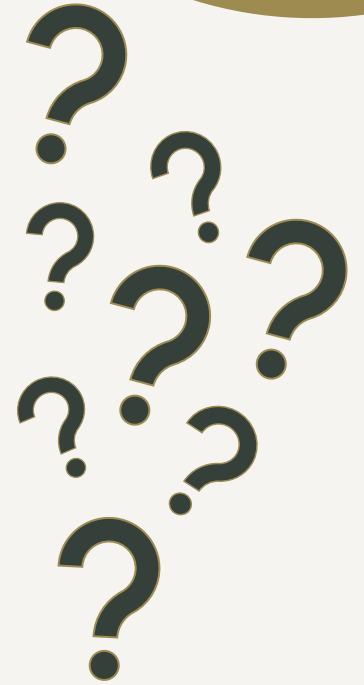
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<https://utcharter.org/dyslexia-services/>

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# Question & Answer



# Contact Information

## UTCSS Dyslexia Program

Karena Hayes, M.Ed. – Dyslexia Interventionist, CALT in-training  
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Jill Bracamonte MA- Dyslexia Interventionist  
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## UTES Dyslexia Program

Katharine Dryer,  
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## UTES/UTCSS Special Education Department

Janina Roberts, Ed.D, LSSP – Director of Special Programs  
[Jroberts@austin.utexas.edu](mailto:Jroberts@austin.utexas.edu)

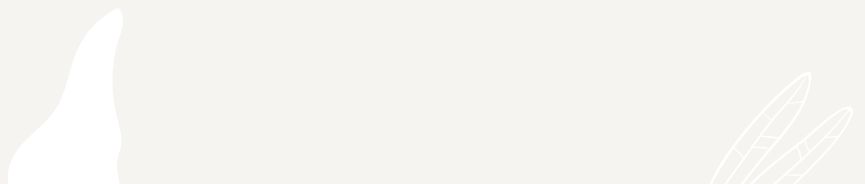

Julie Joesel, MA, LSSP – Lead School Psychologist  
[jjoesel@austin.utexas.edu](mailto:jjoesel@austin.utexas.edu), 512-923-3322



# Citations

Cowen, C. D. (2016). *What is structured literacy? - International Dyslexia Association*. What is Structured Literacy. Retrieved October 6, 2021, from <https://dyslexiaida.org/what-is-structured-literacy/>.

Texas Education Association. (2018). *The Dyslexia Handbook, 2018*. Retrieved from [https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook\\_Approved\\_Accommodated\\_12\\_11\\_2018.pdf](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accommodated_12_11_2018.pdf).





# Thanks!

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yourcompany.com

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