

Dyslexia Instruction

Reading by Design is the dyslexia curriculum that is used at Farwell ISD. A certified teacher who has been trained in dyslexia and related disorders and the curriculum of instruction.

MTSS/504/IDEA

- **Response to Intervention: a multistep, or tiered approach to providing services and intentions at increasing levels of intensity to students that struggle.**
- **Section 504:provides equal opportunity eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education.**
- **IDEA: ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access and benefits from the general curriculum.**

Parent Resources:

The Dyslexia Handbook—English

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

The Dyslexia Handbook—Spanish

<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

Talking Books Program

www.texastalkingbooks.org

Dyslexia Program Awareness for Educators and Parents Farwell ISD

District Dyslexia Contacts

Blair Morris

Dyslexia Coordinator

Trained in:

Reading by Design

bmorris@farwellschools.org

806-481-9131

Leslie Lunsford

SPED Teacher

Trained in:

Reading by Design

llunsford@farwellschools.org

806-481-9131



Evaluating for Dyslexia

- If a school or parent suspects dyslexia or a related disorder, 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 (FIIE)
- Parents/guardians always have the right to request a referral for dyslexia evaluation
- All students in kindergarten and 1st grade must be administered a reading instrument and screened for dyslexia (unless as ARD committee determines the screener is not appropriate or the student is already identified with dyslexia)
- 2nd grade students must be administered a reading instrument, as well as any 7th grade student who did not pass STAAR reading the previous year
- Students enrolled in public schools must be evaluated for dyslexia and related disorders “at appropriate times” (TEC 38.003(a))

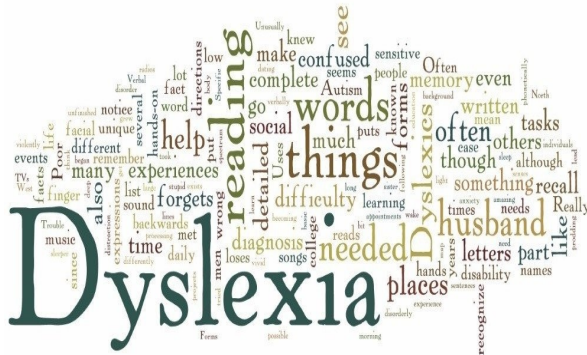
Effective Strategies

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 study skills needed for success in the classroom

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 tests
- 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)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignments
- Oral reading of directions and written material
- Word banks
- Audio books
- Text to speech
- Speech to text
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs.



What is Dyslexia?

The current definition from the International Dyslexia Association states:

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.

Referenced in 2021 Dyslexia Handbook