

## District/Campus Dyslexia Contact information

**Judson ISD**  
**Steven Tobias**  
**Dyslexia Coordinator**  
**stobias@judsonisd.org**  
**(210) 945-5304**

**Education Service Center, Region 20**  
**provides technical assistance to families**  
**and schools for dyslexia and related**  
**disorders. For more information, please**  
**visit:**

<https://www.esc20.net/apps/pages/dyslexia>

**State Dyslexia Helpline:**  
(800) 232-3030

**TEA Dyslexia Related Disorders website:**  
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>



## resources

**International Dyslexia Association (IDA):**  
<https://dyslexiaida.org/>

**Academic Language Therapist Association (ALTA):**  
<https://altaread.org/>

**Texas Dyslexia Handbook:**  
<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

**Learning Ally:**  
<https://learningally.org/Solutions-for-School/school-grants/Texas>

**Bookshare:**  
<https://www.bookshare.org/cms/>

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

**University of Florida Literacy Institute:**  
<https://ufli.education.ufl.edu/>

**Texas Technology plan:**  
<https://www.region10.org/programs/dyslexia-statewide/techplan/>

**504 Resource Guide:**  
<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

**Special Education Resources:**  
<https://tea.texas.gov/academics/special-student-populations/special-education/resources>



**1314 Hines Avenue, San Antonio, TX 78208**  
**Phone: (210) 370-5200** [www.esc20.net](http://www.esc20.net)



# DYSLEXIA awareness

for educators and parents

- ☐ DYSLEXIA DEFINED
- ☐ DYSLEXIA SCREENING
- ☐ WHEN TO ASSESS FOR DYSLEXIA
- ☐ DYSLEXIA instructional COMPONENTS
- ☐ WHO TEACHES DYSLEXIA
- ☐ RESOURCES



## Dyslexia defined

### Dyslexia is defined as difficulty in:

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

As a result, the student often becomes frustrated when reading, impacting fluency, comprehension, vocabulary, written expression, and overall self-confidence.

## WHEN TO ASSESS FOR DYSLEXIA

Students can be tested any time their work leads to suspicion of dyslexia or a related disorder. The 2021 Dyslexia Handbook streamlines the process and clarifies that anytime the LEA suspects that the student has dyslexia or a related disorder, the LEA must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA. Older students and twice exceptional students may be challenging to identify due to their ability to compensate for reading deficits. These students may read accurately but not fluently.

## who teaches dyslexia

- Educators, such as reading specialists, master reading teachers, general education classroom teachers, or special education teachers with additional dyslexia training.
- Teachers with a specific dyslexia certification or license are highly encouraged but not required.
- A computer program may not be used as the primary method of delivery instruction.
- For more information see Figure 4.1 in The Texas Dyslexia Handbook page 43.

<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

## Components of Dyslexia Instruction

Dyslexia is a language-based disability that requires specific intervention. Local Education Agencies (School districts and open enrollment charter schools ) must purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates the following critical, evidence-based components:

19 TAC §74.28(e) <https://fw.escapps.net/node/3892>

- ☐ **PHONOLOGICAL AWARENESS**  
Breaking words into sounds
- ☐ **SOUND-SYMBOL ASSOCIATION**  
Certain sounds go to specific letters
- ☐ **SYLLABICATION**  
Learning the 6 syllable types
- ☐ **ORTHOGRAPHY**  
Spelling patterns and rules
- ☐ **MORPHOLOGY**  
Studying morphemes and combining to form words
- ☐ **SYNTAX**  
Grammar, mechanics of language
- ☐ **READING COMPREHENSION**  
Constructing meaning from reading based on ability to read accurately, fluently, using appropriate strategies, utilizing background knowledge, listening comprehension and vocabulary
- ☐ **READING FLUENCY**  
Reading with sufficient accuracy, speed, and prosody (oral reading sounds like spoken language)

## DYSLEXIA screening

Texas Education Code requires all students in kindergarten and 1st grade, regardless of the student's primary language to be screened for dyslexia and other related disorders. The screener needs to address the following skills:

Texas Education Code § 38.003 <https://fw.escapps.net/node/3892>

### Figure 2.2. Criteria for English and Spanish Screening Instruments

#### KINDERGARTEN

- Letter Sounds Knowledge or Letter Naming Fluency
- Phonological Awareness

#### FIRST GRADE

- Word Reading
- Phonological Awareness

## why is screening important?

- Early intervention leads to easier remediation
- Mid-kindergarten at-risk identification is 85% accurate

## when is screening done?

- **Kindergarten:** End of the school year
- **First grade:** No later than January 31

## who administers the screener?

- Appropriately trained kindergarten or first grade certified teachers OR
- Teachers certified/licensed in dyslexia

## what HAPPENS TO THE screenING DATA?

- Shared with parents
- Guides instruction/intervention
- Added to student's data to determine if further evaluation is warranted