



Dyslexia Updates: What families need to know

For all SBISD families

Fall 2022

Student Support Services

Dr. Lance Stallworth, Executive Director of Student Support Services

DeaAnne Baker, Director of Special Education

Julie Baggerly, Director of Intervention Services

Aissa Painter, Coordinator of Dyslexia Services

Veronica Tristan, 504 Facilitator

How do we ensure
students with dyslexia
receive appropriate
evaluation and
instruction in compliance
with the Dyslexia
Handbook?





Image from https://d3mvlb3hz2g78.cloudfront.net/wp-content/uploads/2016/01/thumb_720_450_f_14.jpg

How do we make
good programming
decisions to
determine the
delivery of dyslexia
instruction?

Content Objective

Participants will review critical changes in the Revised Dyslexia Handbook 2021. In addition they will learn about the critical evidence-based components of Dyslexia instruction as required by the Dyslexia Handbook.

Language Objective

Participants will listen for key components of dyslexia instruction and discuss important considerations for their campus. They will review and organize student data to summarize student needs and record their programming decisions.

September 2021 Dyslexia Handbook

Chapter 1: Definitions and Characteristics of Dyslexia

Chapter 2: Screening

Chapter 3: Procedures for the Evaluation and Identification of
Students with Dyslexia

Chapter 4: Critical, Evidence-Based Components of Dyslexia
Instruction

Chapter 5: Dysgraphia

September 2021 Dyslexia Handbook

Chapter 1: Definitions and Characteristics of Dyslexia

Texas Education Code

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

International Dyslexia Association

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

September 2021 Dyslexia Handbook

Chapter 1: Definitions and Characteristics of Dyslexia

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

September 2021 Dyslexia Handbook

Chapter 1: Definitions and Characteristics of Dyslexia

Consequences of dyslexia may include the following:

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

September 2021 Dyslexia Handbook

Chapter 2: Screening

Universal screening for dyslexia is required

- at the end of the Kindergarten year
- by the middle of the 1st grade year
- in 2nd grade
- for 7th grade students who did not pass the 6th grade Reading STAAR

Parents must be notified if their child is found to be at risk of dyslexia.

September 2021 Dyslexia Handbook

Chapter 3: Procedures for the Evaluation and Identification of Students with Dyslexia

This chapter had the most significant change. If multiple sources of data indicate that a student is suspected of having a disability (such as dyslexia), the campus team must refer the student for a full individual and initial evaluation. This is sometimes referred to as “single pathway” for dyslexia evaluation.

Parents have the right to refuse the evaluation. Upon refusal, the campus may request an evaluation under 504.

The handbook outlines data to be used as a part of the evaluation to determine whether there is a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student’s age or educational level.

September 2021 Dyslexia Handbook

Chapter 4: Critical, Evidence-Based Components of Dyslexia Instruction

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact.

While the components of instruction for students with dyslexia include good teaching principles for all teachers, the ***explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers*** are wholly **different from core classroom instruction** and must be considered when making individual placement decisions.

Evidence-Based Components of Dyslexia Instruction

Phonological awareness: the understanding of the internal sound structure of words. Recognizing phonemes as being distinct from other sounds. Includes the ability to segment spoken words into their component phonemes.

Sound-symbol association: Phonics. Associating speech to the corresponding letter or letter combinations that represent those speech sounds. The mastery this association is the foundation for the ability to read (decode) and spell (encode).

Syllabication: A syllable is a unit of oral or written language with one vowel sound. Syllable division rules must be directly taught in relation to the word.

Evidence-Based Components of Dyslexia Instruction

Orthography: the written spelling patterns and rules in a given language.

Morphology: how morphemes (smallest unit of meaning in language) are combined to form words.

Syntax: principles that dictate sequence and function of words in a sentence to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Evidence-Based Components of Dyslexia Instruction

Reading comprehension: the process of constructing meaning from text. This skill depends upon fluent word recognition, oral language, background knowledge, use of comprehension and repair strategies, and the reader's interest and motivation.

Reading fluency: the ability to read text with sufficient speed, accuracy, and prosody to support comprehension.

Evidence-Based Delivery of Dyslexia Instruction

Multisensory: simultaneous visual, auditory, kinesthetic and tactile pathways.

Systematic and Cumulative: methodically and systematically progress from easiest to more difficult concepts.

Explicit: explained and demonstrated by the teacher, one concept at a time, rather than being left to discovery. Immediate corrective feedback.

Evidence-Based Delivery of Dyslexia Instruction

Diagnostic Teaching to Automaticity: prescriptive, individualized teaching, mastered to the degree of automaticity.

Synthetic: teach the parts, then show how the parts work together to form the whole.

Analytic: teach the whole, then show how the whole can be broken into component parts.



Evidence-Based Delivery of Dyslexia Instruction

- Phonological Awareness
- Sound Symbol association
- Syllabication
- Orthography

- Morphology
- Syntax
- Reading Comprehension
- Reading Fluency

secondary
Focus

Characteristics for
secondary students
may manifest
themselves differently.

They may seem like a
reading comprehension
issue only.

September 2021 Dyslexia Handbook

Chapter 5: Dysgraphia

- Dysgraphia is a written-language disorder in the serial production of strokes to form a handwritten letter. It involves both motor skills and language skills (mentally finding, retrieving and producing letters.)
- Dyslexia and Dysgraphia are now recognized to be distinct disorders that can exist concurrently or separately
- Evaluation and identification of Dysgraphia follow the same procedures as Dyslexia



Image from https://d3mvlb3hz2g78.cloudfront.net/wp-content/uploads/2016/01/thumb_720_450_f_14.jpg

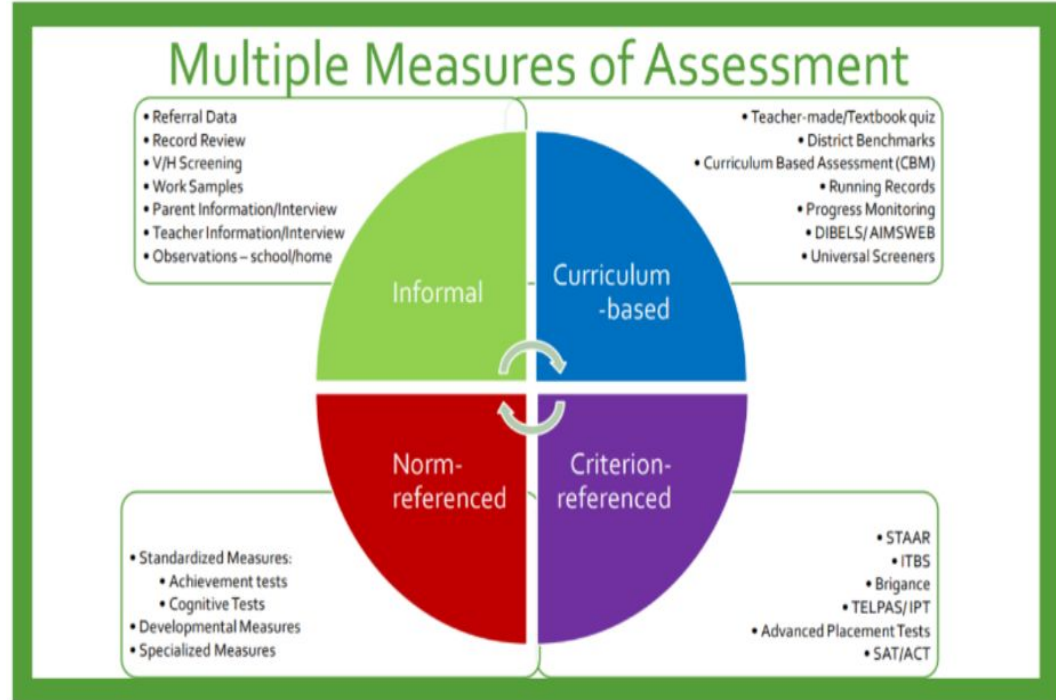
How do we make
good programming
decisions to
determine the
delivery of dyslexia
instruction?

Dyslexia Instruction



**What factors does the
ARD Committee
consider to
determine the best way
to deliver service?**

Use data to
make good
programming
decisions for
the delivery of
dyslexia
instruction



Consider the impact of:



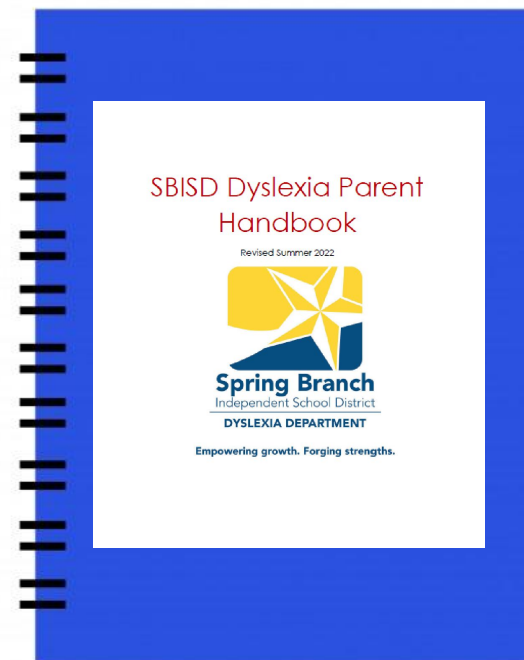
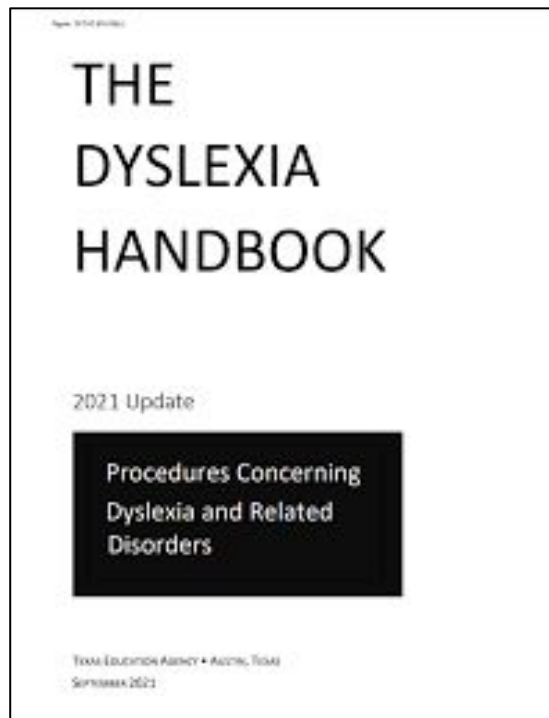
- additional disability conditions
- memory deficits
- processing deficits
- processing speed
- attention
- sensory needs

Delivery of Instruction:

Chapter 4: Critical, Evidence-Based Components of Dyslexia Instruction

| Standard-Protocol Dyslexia Instruction | Specially Designed Instruction |
|---|---|
| <ul style="list-style-type: none">• Explicit, systematic, highly structured, intentional approach delivered with fidelity by a trained instructor• Evidence-based, multisensory structured literacy instruction designed for students with dyslexia• Delivered to a group of students with dyslexia in accordance with the way the program was designed• Includes differentiation that does not compromise the fidelity of the program | <ul style="list-style-type: none">• Adapting the content, methodology, or delivery of instruction to address the unique needs of the child• Must address the critical, evidence-based components, as appropriate in light of the student's unique needs• Delivery of instruction that is tailored to the needs of the child• More individualized <div data-bbox="1392 678 1918 1005"><p>Modifications are provided in some way to provide individualization. Examples may include:</p><ul style="list-style-type: none">• pacing• degree of repeat/review of previous skills• intensive behavioral supports• intensive prompting and cueing</div> |

SBISD Dyslexia Parent Handbook



SBISD Dyslexia Parent Handbook: Phases



IMSE Fidelity Standards (SPDI):

- 20+ weeks
- 4 days/week for 45 mins
- small group instruction

Esperanza Fidelity Standards (SPDI):

- 4 days/week for 45 mins
- small group instruction

Standard Protocol Instruction

| | | |
|-------------------------------|--|---|
| Audience | For students who have been identified with Dyslexia through 504 or Special Education and for whom Standard Protocol Instruction has been assigned by the 504 or ARD committee. | |
| Purpose | Solidifying foundational phonemic awareness skills necessary to move through the continuum of literacy development. Learn and apply strategies that improve fluency and comprehension. | |
| Group Size/Setting | Small group instruction | |
| Support Schedule | 4 days per week for 45 minutes | |
| Duration | 20+ weeks (student is given time to generalize skills) | |
| Pacing | 1-2 concepts a week with 80% mastery | |
| Progress Monitoring | <ul style="list-style-type: none"> • Progress monitored weekly on concepts taught to 80% mastery • Checkpoints administered after 3-4 concepts taught to show generalization of skills | |
| | Elementary: Twice a year (once per semester) parents will receive a "Progress Checklist." | Secondary: Multiple sources of data will be reviewed at the annual 504/ARD to ensure students meet set goals/benchmarks. |
| Instructional Training | Training is in accordance with IMSE program standards. | |
| Accommodations | Maintained as determined by 504 or ARD committee | |

SBISD Dyslexia Parent Handbook: Phases

Supplemental Support

| | |
|-------------------------------|---|
| Audience | Dyslexia Students identified by the 504 or ARD committees who have completed standard protocol dyslexia instruction, but continue to need specific remediation, based on data, in some, but not all of, the components. |
| Purpose | To provide continued support in order for students to master their goals on specific components of the program. |
| Group Size/Setting | Small group instruction |
| Support Schedule | As determined by the 504/ARD committees |
| Duration | Determined by goal mastery |
| Progress Monitoring | Based on individual student goals |
| Progress Reporting | Multiple sources of data will be reviewed at the annual 504/ARD to ensure students meet set goals. |
| Instructional Training | Training is in accordance with IMSE program standards. |
| Accommodations | Maintained as determined by 504 or ARD committee |

SBISD Dyslexia Parent Handbook: Phases

Accommodations Only

| | |
|----------------------------|--|
| Focus | Students identified with Dyslexia through 504 or Special education and have mastered the goals of Standard Protocol Dyslexia instruction. |
| Purpose | Students have achieved independence, self-advocacy and academic success through application of skills, strategies and accommodations. Students understand that they maintain their protections under their 504/IEP plan as supported by data. |
| Group Size/Setting | n/a |
| Support Schedule | Students access learning resources, school support resources (counselors, teachers, librarians, peers, etc.) in support of their academic achievement. Student continue to have access to specialized technologies for students with dyslexia. |
| Duration | Remainder of time in SBISD as supported by data |
| Pacing | n/a |
| Initial Assessment | n/a |
| Progress Monitoring | Multiple sources of data will be reviewed at the annual 504/ARD to ensure student is meeting set goals/benchmarks. |

Providers of Dyslexia Instruction

- School districts should have highly trained educators provide dyslexia instruction.
- Dyslexia teachers must have specific training on the critical components of dyslexia instruction and the program they use.
- Dyslexia teachers must deliver the instruction the way it is intended to be taught.
- Dyslexia teachers do not have to hold a specific license or certification.
- A dyslexia teacher does not have to be certified as a special educator when serving a student who receives special education.
- Students receiving special education should be provided dyslexia services by the best person to provide the instruction.

Thank You!

Your questions
are important to
us! Please scan
the QR code to
submit your
questions!



SBISD DYSLEXIA

2022-23 Parent Learning Opportunities

September

- 9/29 Parent U: Dyslexia Updates: What Parents Need to Know

October

- 10/18 Dyslexia Simulations **
- 10/27 Parent U: Literacy Collaboration Series **

January

- Dyslexia Parent Night **
- Parent U: Dyslexia 101 for Parents**
(4 part series)


February

- Dyslexia Movie Night**
- Dyslexia Simulations**

April

- Dyslexia Student Panel**

**Denotes locations & times to be
determined



[SBISD Dyslexia Services](#)
[SBISD Parent U Website](#)
Follow us on Twitter:
[@SBISDDyslexia](#)