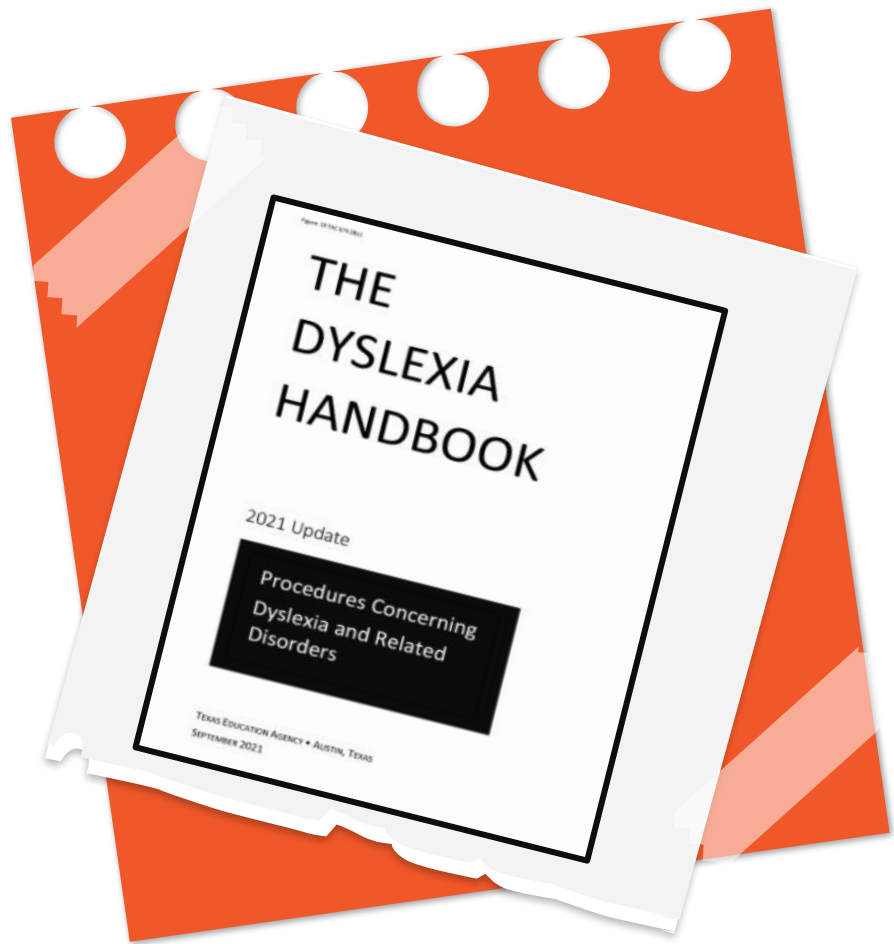




Dyslexia & Related Disorders

Parent Education Program
2023-2024





[The Dyslexia Handbook-2021 Update](#)

[Appendix A Dyslexia Handbook FAQ](#)

[TEA: Dyslexia and Related Disorders Webpage](#)

Definition of Dyslexia



Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

“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.”

(The Dyslexia Handbook, 2021 Update, 1)

The International Dyslexia Association (IDA) 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.

Adopted by the International Dyslexia Association Board of Directors, November 12, 2002

(The Dyslexia Handbook, 2021, 1)

THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021



“Dyslexia is a specific learning disability that is
neurobiological in origin.”

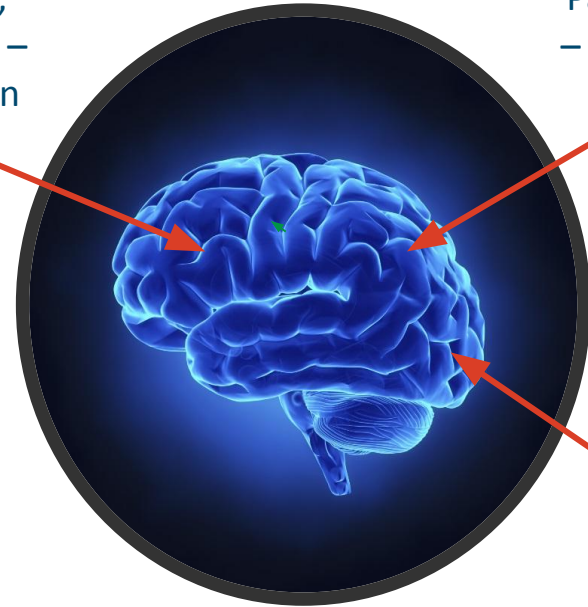
(International Dyslexia Association, 2002)

**With functional MRIs,
scientists can see dyslexia in
the brain: underactivation of a
reading area at the back and
inappropriate activation in the
right hemisphere.**

(Shaywitz, 2020)

Broca's area,
Inferior gyrus –
overactivation

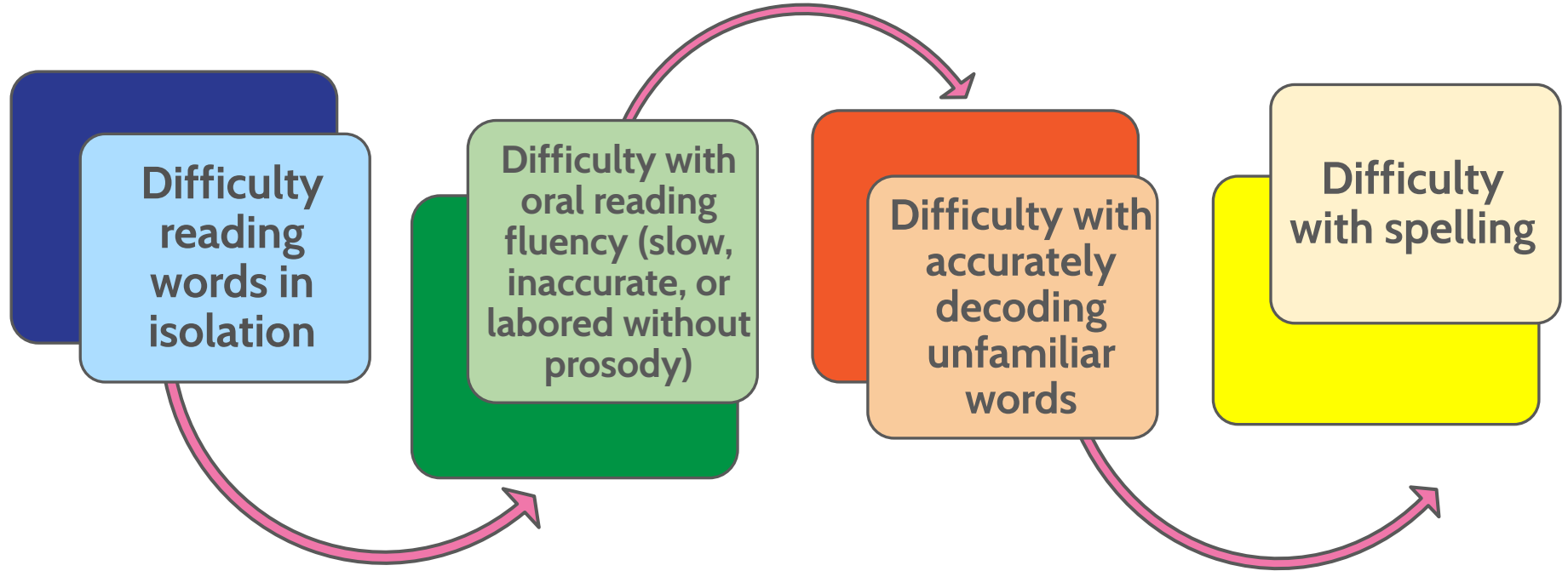
Parieto temporal
– underactivation



Occipital
temporal –
underactivation



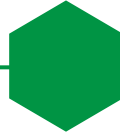
Primary Characteristics of Dyslexia



Secondary Consequences of Dyslexia



Difficulty with
aspects of reading
comprehension



Difficulty with
aspects of written
language



Limited growth in
vocabulary and
background
knowledge due to
reduced reading
experiences

Risk Factors

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Risk Factors

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Risk Factors

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Definition of Dysgraphia



THE DYSLEXIA HANDBOOK

2021 Update

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Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
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Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills-finding, retrieving, and producing letters, which is a subword-level language skills. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott,2015)

(The Dyslexia Handbook, 2021 Update, 60)

Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“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.”

(The Dyslexia Handbook, 2021 Update, 60)



Problem and Causes



THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

TEXAS EDUCATION AGENCY • AUSTIN, TEXAS
SEPTEMBER 2021

Difficulty you see



Handwriting

Legibility
Automaticity



**Orthographic
Processing**

Storing and retrieving
orthographic codes
(letter forms)

Possible Causes



Graphomotor

Hand movements used
for writing



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 pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

Additional consequences of dysgraphia may also include:

- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

Dysgraphia Can Be Caused By

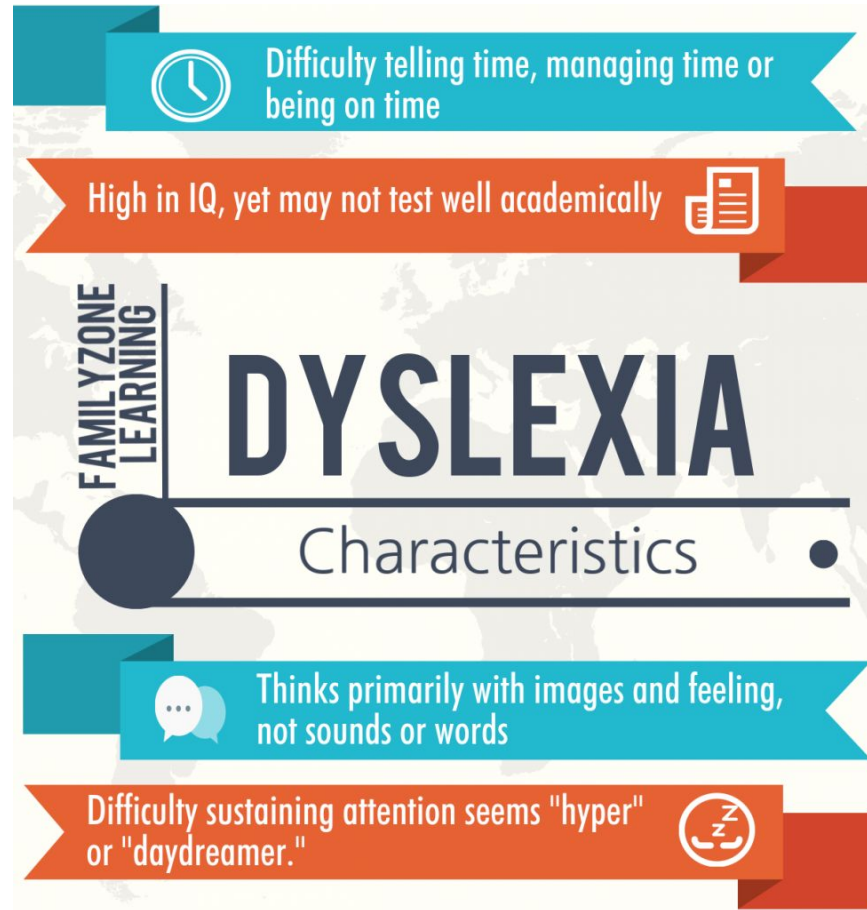


- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

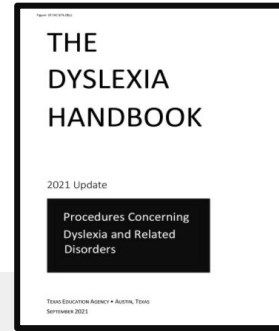


Assessment

Dyslexia and Related Disorders



Dyslexia and Related Disorders



The evaluation and identification process for dyslexia can be multifaceted. The process involves both state and federal requirements that must be followed. The evaluation and identification process for students suspected of having Dyslexia and/or Related Disorders is guided by the Individuals with Disabilities Education Act (IDEA)

The 2021 Dyslexia Handbook streamlines the process of identification and clarifies that anytime the district suspects that a student has dyslexia or a related disorder, the district must seek parental consent for a Full Individual Initial Evaluation (FIIE) under the IDEA.



HB 3928 June 10, 2023



HB 3928: TEA Guidance

Dyslexia and Related Disorder Website

HERE

To the Administrator Addressed

August 3, 2023

Please note: [House Bill 3928](#) was passed by the 88th Texas Legislature (Regular Session) and impacts dyslexia evaluation, identification, and instruction. While the agency works to update the necessary materials, be aware that the law is effective immediately. The State Board of Education's proposed timeline for its required changes will be communicated as that timeline is determined and communicated to the agency.

The agency has created resources to assist with the implementation of HB 3928:

- [HB 3928 FAQs: Dyslexia Evaluation, Identification, and Instruction](#) (August 2023) - Spanish coming soon
- IDEA Rights Overview Form - Coming soon
- [TAA HB 3928: Dyslexia Evaluation, Identification, and Instruction](#) (August 2023)
- [Appendix A - Dyslexia Handbook FAQ](#) (Updated August 2023)
- [Appendix A- Dyslexia Handbook FAQ \(Spanish\)](#) (Updated August 2023)
- [Brief overview video of the bill](#)



TEC §29.0031



Dyslexia is a **specific learning disability**

HB 3928 created TEC §29.0031 that now states dyslexia is an example of and meets the definition of a SLD under IDEA. This is in conformity with IDEA's federal regulations at 34 C.F.R. §300.8(c)(10), which specifically lists dyslexia as an example of an SLD.



HB 3928 SBOE Tasks



- Revise its Dyslexia Handbook to no longer provide a distinction between standard protocol dyslexia instruction and other types of dyslexia instruction, including specially designed instruction.
- Determine the qualifications and training requirements for a required multidisciplinary team and admission, review, and dismissal (ARD) committee member when a student is suspected of, and is later identified with, dyslexia.
-

SBOE has until June 30, 2024, to update the Dyslexia Handbook.

TEA has created a Frequently Asked Questions (FAQ) document on HB 3928 and updated Appendix A: Questions and Answers related to the Dyslexia Handbook.

[FAQs: Dyslexia Evaluation, Identification, & Instruction HB 3928](#)



Parent Request for Evaluation



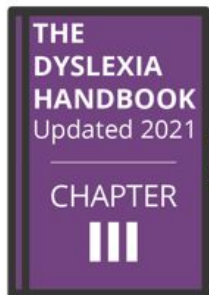
Parents may ask for a meeting with the campus to discuss their concerns and/or to request a full individual evaluation for dyslexia or a related disorder at any time. This request can be made to their child's teacher, the campus counselor, or the diagnostician. It can be in writing, in person, or over the phone.



Disagreements with the Evaluation



Parents/guardians right to request an evaluation

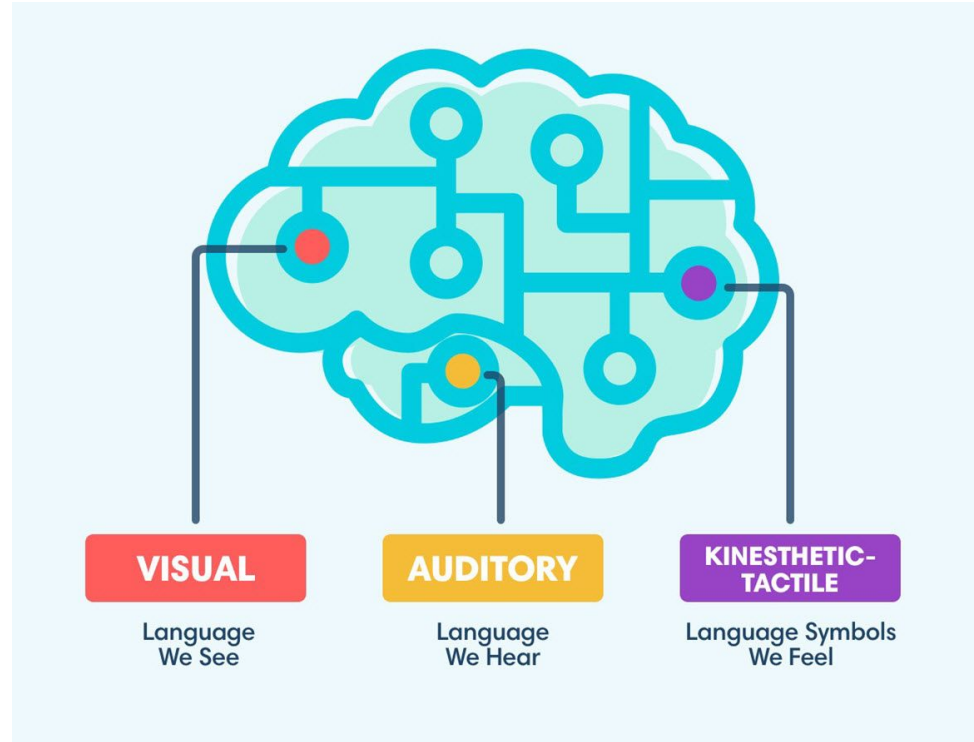


Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of its refusal to evaluate, including an explanation of why the school refuses to conduct an FIIE, the information that was used as the basis for the decision, and a copy of the Notice of Procedural Safeguards. Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings. Additionally, the parent may request an Independent Educational Evaluation (IEE) at public expense. Should the parent believe that their child is eligible for Section 504 aids, accommodations, and services the parent may request an evaluation under Section 504.



Services

Dyslexia and Related
Disorder



HB 3928- FAQ



Is an evidence-based dyslexia program (also known as SPDI) considered SDI, i.e., a special education service?

Yes, an evidence-based dyslexia program is a special education service.

The bill amends TEC §7.102(c)(28) regarding the SBOE authority on dyslexia services and gives the SBOE until June 30, 2024, to complete the rulemaking process required to update the Handbook to no longer provide a distinction between standard protocol dyslexia instruction and other types of dyslexia instruction.

Therefore, in order to provide clear guidance on how to implement the bill while the field waits for the Handbook changes, this document explains how LEAs should comply with the requirement not to have such distinctions in dyslexia instruction.



HB 3928-FAQ



What about students who currently receive evidence-based dyslexia programs through an accommodation plan under Section 504?

- LEAs cannot unilaterally decide to discontinue the provision of an evidence-based dyslexia program to a student who currently receives it through a Section 504 plan.
- Section 504 committees must begin the process of discussing a student's continued need for an evidence-based dyslexia program and submitting referrals for FIIEs, as soon as possible but no later than by the end of the 2024-2025 school year.



Dyslexia Intervention



Critical Evidenced Based Components

- phonological awareness
- sound-symbol association
- syllabication
- orthography
- morphology
- syntax
- reading comprehension
- reading fluency

Delivery of Dyslexia Intervention

- multisensory instruction
- systematic
- cumulative
- explicit
- diagnostic teaching to automaticity
- analytic and synthetic approaches





Qualifications of Service Providers

Have a bachelor's degree,
certified in dyslexia therapy,
and/or certified as an educator
by the SBOE

Does not have to be certified
as a special educator

Most appropriate person to
offer dyslexia instruction

Training in critical,
evidence-based components
of dyslexia instruction such
as phonological awareness,
sound-symbol association,
syllabication, orthography,
morphology, syntax, reading
comprehension, and reading
fluency.

Training in the district
dyslexia program to deliver
multisensory instruction that
simultaneously uses all
learning pathways to the
brain, is systematic and
cumulative, is explicitly
taught, uses diagnostic
teaching to automaticity, and
includes both analytic and
synthetic approaches.

Instructional Accommodations



Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level course instruction.

- Minimizes impact of disability by providing equitable access to grade-level or course instruction in the general education classroom.
- Not one size fits all; the impact of dyslexia on each individual student determines the necessary accommodation.
- Accommodations may:
 - Adapt delivery of instruction
 - Provide variation in the way a student communicates knowledge
 - Allow for changes to the environment



State Assessment Accommodations



When making decisions about accommodations, instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment.

- **Accessibility Features** are procedures & materials that are allowed for any student who needs them.
 - *Small Group
 - *Read Aloud
 - *Blank Place Markers
 - *Use of various highlighters, colored pencils, etc.
 - *Use of tools to minimize distractions or help maintain focus
- **Designated Supports** are locally-approved supports who meet eligibility criteria.
 - *Oral Administration
 - *Calculation Aids (gr. 5-7)
 - *Content & Language Supports (online only)
 - *Extra Time
 - *Spelling Assistance
 - *Basic Transcribing
 - *Structured Reminders



Talking Books Program



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

Senate Bill (SB) 2075 requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge and includes over 100,000 titles, hundreds of which are in Spanish.

[Talking Book Application English](#)

[Talking Book Application Spanish](#)

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



Parent Resources



- [TEA Resources on Special Education in Texas](#)
- [Dyslexia Center of Austin Parent Resources](#)
- [IDA Dyslexia Handbook: What Every Family Should Know](#)
- [ESC Region 20 Family Engagement Dyslexia Resources](#)
- [Understood.org](#)
- [Yale Center for Dyslexia & Creativity Parent Website](#)
- [ALTA's Parent Website](#)



Dyslexia Contacts

State Dyslexia Helpline

1-800-232-3030

District Dyslexia Contact

Harley Brooks

hbrooks@irvingisd.net

972-600-5033

Region 10 Dyslexia Contact

Amie Davenport

amie.davenport@region10.org

972-348-1538



[https://www.spedtex.org/
inquire@spedtex.org](https://www.spedtex.org/inquire@spedtex.org)

1.855.773.3839