

# A PARENT'S GUIDE TO UNDERSTANDING DYSLEXIA

**Common Traits and Characteristics**



# WHAT DYSLLEXIA IS NOT

- Seeing things backwards
- Letter and word reversals alone
- Result of brain injury
- Caused by a lack of motivation
- Laziness
- Synonymous with low cognitive ability
- Temporary

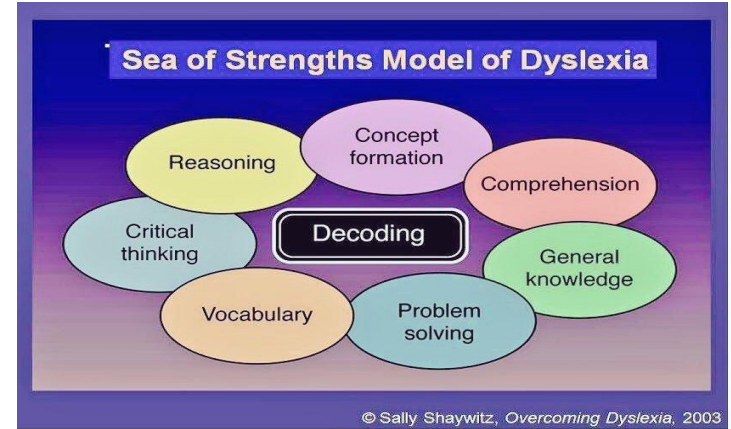


# DYSLEXIA CHARACTERISTICS

## Primary Characteristics

Difficulty with

- ❑ Phonological Awareness
- ❑ Sound-Symbol Identification
- ❑ Reading words in isolation
- ❑ Oral reading (slow, inaccurate, or labored without prosody)
- ❑ Accurately decoding unfamiliar words
- ❑ Spelling



## Secondary Characteristics

- ❑ Possible difficulty with reading comprehension
- ❑ Difficulty with aspects of written language (i.e. spelling, syntax, legibility, and etc)
- ❑ Limited Vocabulary due to reduced reading experiences

# THE PRESCHOOL YEARS

- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Difficulty learning (and remembering) the names of letters in the alphabet
- Seems unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”
- Doesn’t recognize rhyming patterns like *cat*, *bat*, *rat*
- A family history of reading and/or spelling difficulties (dyslexia often runs in families)

© Sally Shaywitz, *Overcoming Dyslexia*, p. 122



# WHAT YOU'RE SEEING (THE PRESCHOOL YEARS)

## **At Home:**

Unable to fill in the rhyming word in nursery rhymes such as “One Two, Buckle My \_\_\_\_” and has even more difficulty making up rhymes on their own.

## **At School:**

Does not recognize rhyming patterns like dog, log, hog

## **The Issue:**

Kids with dyslexia often have a difficult time isolating and breaking words into individual sounds.

# KINDERGARTEN & FIRST GRADE

## Difficulties

- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog
- Does not understand that words come apart
- Complains about how hard reading is; “disappears” when it is time to read
- A history of reading problems in parents or siblings
- Cannot sound out even simple words like *cat*, *map*, *nap*
- Does not associate letters with sounds, such as the letter b with the “b” sound

# KINDERGARTEN & FIRST GRADE

## Strengths

- Curiosity
- Great imagination
- Ability to figure things out; gets the gist of things
- Eager embrace of new ideas
- A good understanding of new concepts
- Surprising maturity
- A larger vocabulary than typical for age group
- Enjoys solving puzzles
- Talent for building models
- Excellent comprehension of stories read or told to him



# WHAT YOU'RE SEEING-KINDERGARTEN & FIRST GRADE

## **At Home**

Unsure which letters of the alphabet make which sounds.

## **At School**

Struggles to sound out unfamiliar words. Avoids reading out loud because they don't want to be embarrassed.

## **The Issue:**

Reading involves breaking down or “decoding” words into different sound units called phonemes. Dyslexia makes it difficult for kids to decode.

# SECOND GRADE THROUGH HIGH SCHOOL

## Reading

- Very slow in acquiring reading skills. Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

# SECOND GRADE THROUGH HIGH SCHOOL

## Speaking

- Searches for a specific word and ends up using vague language, such as “stuff” or “thing,” without naming the object
- Pauses, hesitates, and/or uses lots of “um’s” when speaking
- Confuses words that sound alike, such as saying “tornado” for “volcano,” substituting “lotion” for “ocean”
- Mispronunciation of long, unfamiliar or complicated words
- Seems to need extra time to respond to questions

# SECOND GRADE THROUGH HIGH SCHOOL

## School and Life

- Trouble remembering dates, names, telephone numbers, random lists
- Struggles to finish tests on time
- Extreme difficulty learning a foreign language
- Poor spelling
- Messy handwriting
- Low self-esteem that may not be immediately visible

# SECOND GRADE THROUGH HIGH SCHOOL

## Strengths

- Excellent thinking skills: conceptualization, reasoning, imagination, abstraction
- Learning that is accomplished best through meaning rather than rote memorization
- Ability to get the “big picture”
- A high level of understanding of what is read to him
- The ability to read and to understand at a high level overlearned (or highly practiced) words in a special area of interest; for example, if he or she loves cooking they may be able to read food magazines and cookbooks

# SECOND GRADE THROUGH HIGH SCHOOL

## Strengths (con't)

- Improvement as an area of interest becomes more specialized and focused—and a miniature vocabulary is developed that allows for reading in that subject area
- A surprisingly sophisticated listening vocabulary
- Excels in areas not dependent on reading, such as math, computers and visual arts, or in more conceptual (versus fact-driven) subjects, including philosophy, biology, social studies, neuroscience and creative writing

# TEACHER QUALIFICATIONS

- Our dyslexia teachers are trained in a research-based curriculum. They have received training in either:
  - Reading by Design
  - Basic Language Skills
- Contact Info for our Dyslexia Teachers

# *Access Strengths through Accommodations!*



<b>Change pace</b>	<b>Oral tests</b>	<b>Taped lectures</b>	<b>Cooling-off period</b>	<b>Preferential seating</b>
<b>Extend time</b>	<b>Short answer tests</b>	<b>Note taking assistance/ desk top copy/ Cloze for notes/ study aides</b>	<b>Concrete reinforcements</b>	<b>Adaptive technologies</b>
<b>Shorten assignment</b>	<b>Shortened tests</b>	<b>Assignment/ resource notebook</b>	<b>Positive reinforcements</b>	<b>Adaptive technologies</b>
<b>Repeated review</b>	<b>Test aides (calculators, notes, manipulatives, etc.</b>	<b>Reduction of written tasks</b>	<b>Frequent breaks</b>	<b>Visual aides</b>



# Access Strengths through Differentiation!

(Bright Hub Education - <http://www.brighthubeducation.com/>)

<u>Visual</u>	<u>Auditory</u>	<u>Kinesthetic</u>	<u>Tactile</u>
<ul style="list-style-type: none"><li>• Charts</li><li>• Graphs</li><li>• Demonstrations</li><li>• Diagrams</li><li>• Drawings</li><li>• Concept Maps</li><li>• Models</li><li>• Videos</li><li>• Flash Cards</li><li>• Rainbow writing (writing over a letter or word using many different colors on top of one another)</li><li>• Graphic organizers</li><li>• Manipulatives (counters, plastic letters)</li><li>• Visual Aides</li></ul>	<ul style="list-style-type: none"><li>• Books on Tape</li><li>• E Books</li><li>• Clapping or tapping whenever spelling words</li><li>• Role Playing</li><li>• Poetry</li><li>• Background music</li><li>• Read-aloud</li><li>• Reader's Theatre</li><li>• Lectures</li></ul>	<ul style="list-style-type: none"><li>• Air writing</li><li>• Clapping or tapping whenever spelling words</li><li>• Interpretive dance</li><li>• Catch ball math drills (catch a ball when answering a math problem)</li><li>• Reciting math facts or spelling words while jumping rope</li><li>• Scavenger hunts</li><li>• Building models</li><li>• Extra large writing on a whiteboard to exaggerate the shape of letters or words</li><li>• Walking while reviewing materials</li><li>• Building words with letter tiles</li></ul>	<ul style="list-style-type: none"><li>• Painting</li><li>• Drawing</li><li>• Felt story boards</li><li>• Finger writing on different surfaces such as in a pan with shaving cream or on textured cloth</li><li>• Foot writing in carpet, grass or sand</li><li>• Board Games</li><li>• Sorting letters, numbers, words, objects</li><li>• Using manipulatives in all content areas</li></ul>

# 23-24 STAAR APPROVED ACCOMMODATIONS

quicklook

Designated Supports That May Be Locally Approved – 2023-24 School Year

lead4ward

Group 1: Designated Supports That May Be Provided to Any Student Who Meets a Single Eligibility Criterion						
Designated Support	Description and Additional Information/Examples	Tests	Eligibility Criterion	Authority for Decision/Documentation		
Braille/ Refreshable Braille	<p><b>Description:</b> Provides brailled test materials (BTM) or screen reader support for refreshable braille displays (SRS-RBD) to a student with a Visual Impairment (VI)</p> <p><b>ONLY includes:</b> state-provided contracted and uncontracted braille test materials in <b>Unified English Braille (UEB)</b> in all STAAR grades/subjects and courses; online screen reader support for <b>refreshable braille displays</b> in STAAR RLA and Social Studies assessments; and state-approved contracted and uncontracted braille test materials in UEB for TELPAS grades 2-12 Reading.</p> <p>Specific information about administering braille tests is available in the test administration instructions.</p> <p>A student taking STAAR using a refreshable braille display will not be able to use the STT feature. Districts should continue to use the same process for transcription that is being used in daily instruction in the classroom.</p>	<p><b>STAAR</b> (All tests – BTM)</p> <p><b>STAAR</b> (RLA &amp; SS tests – SRS-RBD)</p> <p><b>TELPAS</b> (Gr 2-12 Rdg – BTM)</p>	<p>The student <b>routinely</b> uses braille materials or screen readers during classroom instruction and classroom testing</p>	Student	Decision-Making Group	Document
	<p><b>Description:</b> For online testing, allows responses to be entered into the Test Delivery System (TDS) when a student has a disabling condition that prevents the student from independently entering responses through keyboarding or the use of a mouse. For paper testing, allows a student's responses to be copied into the test booklet when the student has a disabling condition that prevents the student from recording responses independently.</p> <p><b>Examples and types:</b> Test administrator may carry out Basic Transcribing to transfer student responses into the test booklet or TDS <b>only in the following situations:</b> student indicates his/her answer choice selection on the computer screen by pointing or using assistive technology (e.g., eye gaze software); student uses STT technology to answer constructed-response items (including use of online embedded support in TDS); student dictates or signs responses to test questions, including text entry questions (for information about the test administrator transcribing a student's dictated or signed responses to constructed-response items, refer to the <b>Complex Transcribing</b> policy; for information about the test administrator recording a student's dictated mathematics scratch work, refer to the <b>Mathematics Scribe</b> policy); student writes responses to test questions on another medium (e.g., scratch paper, dry erase board) or types responses on a word processor; student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to mathematics calculations or to constructed responses).</p> <p>Students must be given the full time allotted to complete the test. Students are allowed to review the transcription and make any edits within the time window of the assessment. However, students may not edit their responses after the test period has ended and test administrators have transferred the final responses online. The test administrator must ensure that he or she can read and understand the student's intended responses before the student leaves the testing room. A test administrator who transcribes for a student must be trained in these guidelines and sign an Oath of Test Security and Confidentiality.</p> <p>For TELPAS grades 2-12, Basic Transcribing applies only to the paper reading test, the online reading and writing test, and the listening portion of the online listening and speaking test. STT applies only to the constructed-response items for writing.</p>			<p><b>STAAR</b> <b>STAAR Spanish</b> <b>TELPAS</b></p>	<p>The student <b>routinely and effectively</b> uses STT software during classroom instruction and classroom testing; <b>or</b></p> <ul style="list-style-type: none"> <li>uses STT software during classroom instruction and classroom testing; <b>or</b></li> <li>routinely and effectively has original responses to classroom instructional and testing materials transcribed</li> </ul>	<p>Student <b>NOT</b> Receiving SpEd or 504 Services*</p>
Basic Transcribing	<p><b>Description:</b> For online testing, allows responses to be entered into the Test Delivery System (TDS) when a student has a disabling condition that prevents the student from independently entering responses through keyboarding or the use of a mouse. For paper testing, allows a student's responses to be copied into the test booklet when the student has a disabling condition that prevents the student from recording responses independently.</p> <p><b>Examples and types:</b> Test administrator may carry out Basic Transcribing to transfer student responses into the test booklet or TDS <b>only in the following situations:</b> student indicates his/her answer choice selection on the computer screen by pointing or using assistive technology (e.g., eye gaze software); student uses STT technology to answer constructed-response items (including use of online embedded support in TDS); student dictates or signs responses to test questions, including text entry questions (for information about the test administrator transcribing a student's dictated or signed responses to constructed-response items, refer to the <b>Complex Transcribing</b> policy; for information about the test administrator recording a student's dictated mathematics scratch work, refer to the <b>Mathematics Scribe</b> policy); student writes responses to test questions on another medium (e.g., scratch paper, dry erase board) or types responses on a word processor; student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to mathematics calculations or to constructed responses).</p> <p>Students must be given the full time allotted to complete the test. Students are allowed to review the transcription and make any edits within the time window of the assessment. However, students may not edit their responses after the test period has ended and test administrators have transferred the final responses online. The test administrator must ensure that he or she can read and understand the student's intended responses before the student leaves the testing room. A test administrator who transcribes for a student must be trained in these guidelines and sign an Oath of Test Security and Confidentiality.</p> <p>For TELPAS grades 2-12, Basic Transcribing applies only to the paper reading test, the online reading and writing test, and the listening portion of the online listening and speaking test. STT applies only to the constructed-response items for writing.</p>	<p><b>STAAR</b> <b>STAAR Spanish</b> <b>TELPAS</b></p>	<p>The student <b>routinely and effectively</b> uses this support during classroom instruction and classroom testing</p>	SpEd	ARD Committee	IEP
				Section 504	Sec. 504 Committee	IAP
Individualized Structured Reminders	<p><b>Description:</b> Allows a test administrator to provide a student with individualized structured reminders to stay on task during state testing beyond what is required or allowed for any student during standard test administration procedures.</p> <p><b>Examples include, but are not limited to:</b> more-frequent or less-frequent reminders of time left to test than required in the standard administration procedures; structured reminders that are part of a behavior plan; personal timer or clock set to remind a student to move on to the next question, page or section or to stop at pre-established times during the test; index cards with handwritten or color-coded reminders to continue working, and paper clips or adhesive notes used to divide paper test booklets into sections.</p>	<p><b>STAAR</b> <b>STAAR Spanish</b> <b>TELPAS</b></p>	<p>The student <b>routinely and effectively</b> uses this support during classroom instruction and classroom testing</p>	EB	LPAC* (in conjunction with other applicable group above in the case of an EB with a disability)	LPAC Notes/ Student's Permanent Record and by the other applicable group above
				<p>* If the student is not receiving special education or Section 504 services, the decision should be based on the eligibility criterion and aimed at addressing the student's consistent academic struggle in the specific area even after intensive instruction and remediation.</p>		
Manipulating Test Materials	<p><b>Description:</b> Allows a test administrator to physically manipulate test materials, online tools, and equipment for a student who is unable to do so independently.</p> <p><b>Examples include, but are not limited to (all per student direction):</b> operating technology (such as using the mouse to navigate pages and operate tools in an online test), turning test booklet pages; positioning the ruler; highlighting; positioning mathematics manipulatives or supplemental aids.</p> <p>The student must give specific directions about how the test administrator should manipulate online tools, test materials, and equipment. The test administrator may not provide feedback regarding the correctness of the student's directions. Manipulating test materials must be done by a trained test administrator who has signed Oath of Test Security and Confidentiality.</p>					

[LINK](#)

# EVALUATION INFORMATION

- If you would like to request an evaluation for your student, please see the below information.
  - Overview of Special Education for Parents
    - ([English](#)) ([Spanish](#))
  - Please submit your request in writing to your campus administration

# UPDATES TO DYSLLEXIA INSTRUCTION THROUGH 504

- Attached is the letter sent out to families in October about the changes to dyslexia instruction for those students receiving services through 504
  - Parent letter
  - Overview of Special Education for Parents
    - (English) (Spanish)

# RESOURCES FOR FAMILIES

- Information for Families about Dyslexia:
  - [\(English\)](#) [\(Spanish\)](#)
- Information about the changes to the Texas Dyslexia Handbook: [\(English\)](#) [\(Spanish\)](#)
- Overview of Special Education for Parents
  - [\(English\)](#) [\(Spanish\)](#)
- Texas Dyslexia Handbook: [\(English\)](#) [\(Spanish\)](#)
- Information on Talking Books [\(English\)](#) [\(Spanish\)](#)

# HAVE A QUESTION?

MARK MEDLEY

ASSOCIATE DIRECTOR OF SPECIAL PROGRAMS AND SERVICES

512-772-7835

MMEDLEY@BISDTX.ORG

KELLY HUBLEY

SPECIAL PROGRAMS & SERVICES CAMPUS SUPPORT COORDINATOR

512-772-7835

KHUBLEY@BISDTX.ORG.

