

Ways to Help at Home

- Understand your child's dyslexia; read books to learn more;
- Praise your child's strengths and avoid pressuring him/her in the area of reading/ writing/ spelling;
- Establish routines at home;
- Make certain your child understands written directions; have him/her read them back to you to check for understanding;
- Break large tasks into small ones, allowing your child to complete each small task in order to successfully complete large ones;
- Make certain there is a place for your child to do his/her homework;
- Help your child develop a plan for completing homework and other tasks;
- Seek alternative assignment methods such as oral reports, tests and assignments, and provisions for recorded text, word processors, etc.; and
- Contact the campus Dyslexia Coordinator if you have questions.

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SAISD

Dyslexia Program



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Dyslexia, Section 504, RtI
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Dyslexia is a specific learning disability that is neurological in origin. Students with characteristics of dyslexia are born with a difficulty in learning to read, write and/or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunities.

Characteristics

- Difficulty reading single words in isolation;
- Difficulty accurately decoding nonsense or unfamiliar words;
- Slow, inaccurate or labored oral reading; and/or
- Difficulty with learning to spell

Identification

When a student is not making adequate progress despite best practices, high quality instruction, and scientific research-based reading interventions, the Response to Intervention (RtI) process begins. The campus RtI Team may determine a dyslexia referral is needed. **(NOTE: Home schooled and private school students, who live in the SAISD boundaries, are not eligible for dyslexia screening or evaluation.)**

Trained dyslexia evaluators administer a battery of assessments. Data from these assessments is analyzed to determine whether the student demonstrates characteristics of dyslexia. The campus Committee of Knowledgeable Persons determines the identification of dyslexia following a review of all accumulated data.

Students identified with characteristics of dyslexia should be evaluated for Section 504 support.

Assessments

- *Comprehensive Test of Nonverbal Intelligence (C-TONI)*
- *Woodcock-Johnson III Tests of Achievement (WJ-III)*
- *Woodcock Language Proficiency Battery (WLPB-R) Spanish*
- *Clinical Evaluation of Language Fundamentals-4 (CELF-4) Spanish*
- *Gray Oral Reading Test-4 (GORT-4)*
- *Comprehensive Test of Phonological Processing (CTOPP)*
- *Test of Phonological Awareness in Spanish (TPAS)*
- *Test of Written Spelling (TWS)*
- *Test of Word Reading Efficiency (TOWRE)*
- *Ekwall-Shanker Reading Inventory*
- *Flynt-Cooter IRI—English/Spanish*
- *Decoding Skills Test (DST)*
- *Test of Oral Reading Proficiency in Spanish (TORPS)*

Appropriate Student Services

The dyslexia intervention (English and Spanish) is taught by a trained, certified teacher within the following settings:

Elementary Instruction:

- 30 minute intervention during the school day
- 30 minute intervention after school

Secondary Instruction:

- Middle School: Academic Mentoring or Reading Improvement elective course with a reading intervention program designed to meet the needs of dyslexic students
- High School: Reading Improvement elective course (State Credit) with a scope and sequence and a reading intervention program designed to improve reading skills

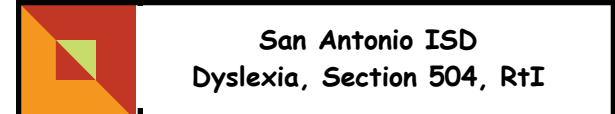
Common Signs of Dyslexia

Kindergarten-Third Grade:

- Failure to understand that words are made up of parts or individual sounds.
- Difficulty learning the letter names and their corresponding sound
- Difficulty reading single words in isolation
- Choppy and labored reading
- Difficulty spelling phonetically

Fourth Grade-High School:

- History of reading and spelling difficulties
- Avoids reading aloud
- Reads most materials slowly; oral reading is labored, not fluent
- Avoids reading for pleasure
- Difficulty with spelling



Resources

Websites

- International Dyslexia Association
<http://www.interdys.org>
- Recordings for the Blind and Dyslexic/Texas
http://www.rfbd.org/units/Texas_unit.htm
- *The State Dyslexia Handbook ~ Revised 2007*
www.tea.state.tx.us/curriculum/elar/index.html

Books

- Marshall, Abigail. (2004) *The Everything Parent's Guide to Children with Dyslexia*
- Shaywitz, Sally, M.D. (2003) *Overcoming Dyslexia*