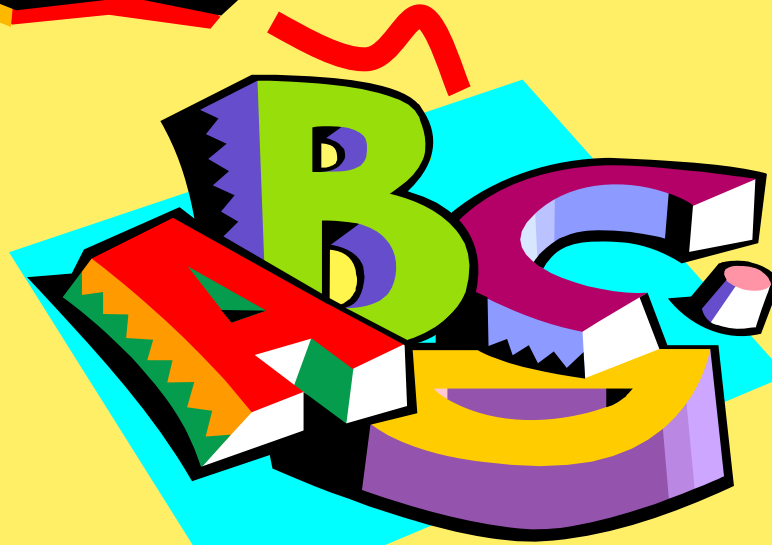


ABC's of Dyslexia and Related Disorders



Teacher Awareness Session

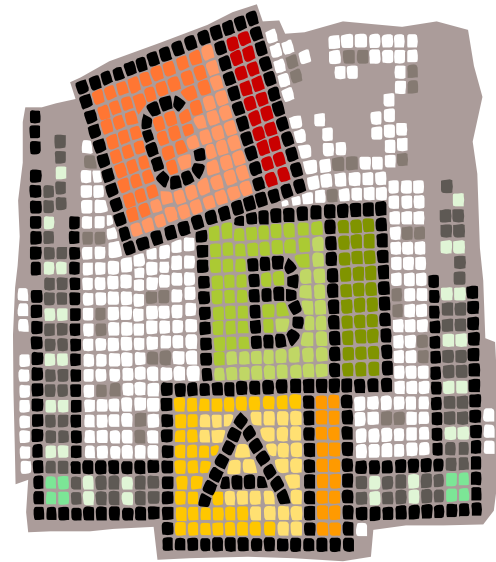
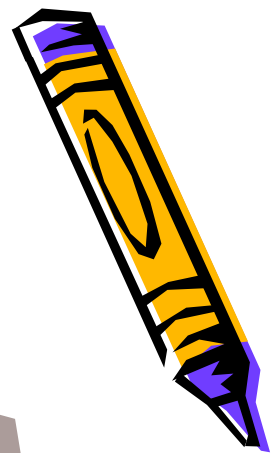


SAISD Dyslexia, Section 504, RtI Department 2009-2010

What is Dyslexia?

Difficulty in learning to read, write, or spell, despite regular instruction, adequate intelligence, and opportunity.

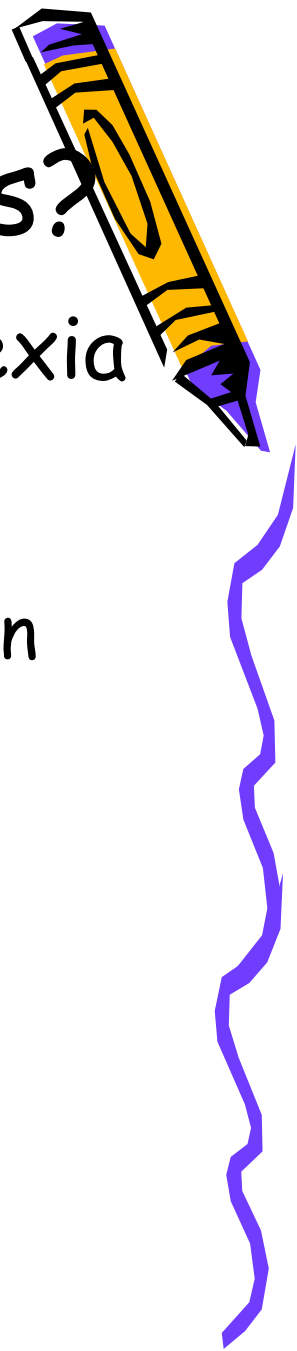
(T.E. Code 38.003)



What are Related Disorders?

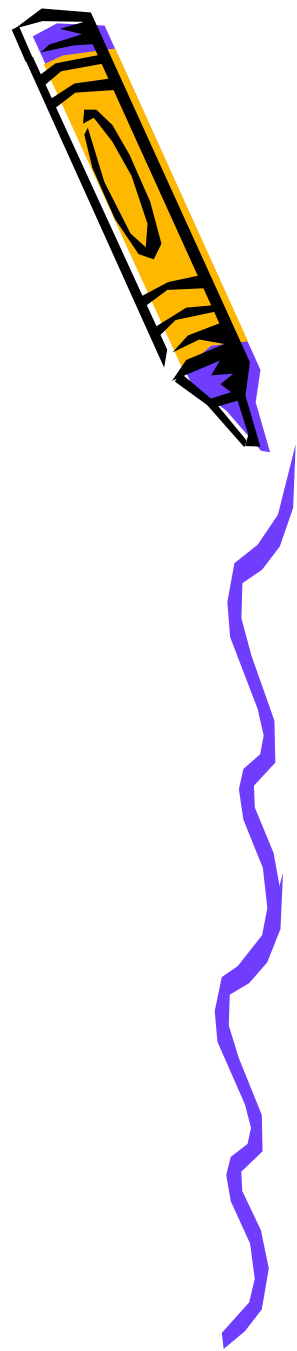
Disorders similar or related to dyslexia
(T.E. Code 38.003)

- Developmental Auditory Imperception
(oral language)
- Developmental Dysgraphia
(handwriting)
- Developmental Spelling Disorder
(spelling)



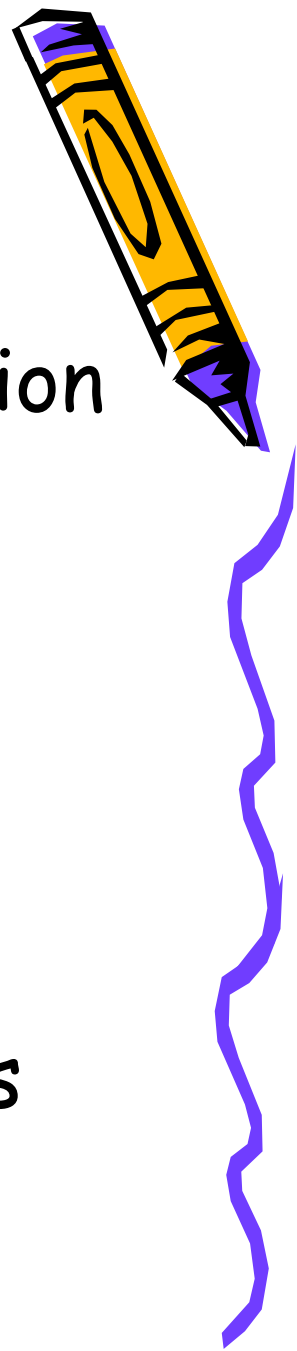
Dyslexia Facts

- As much as 15% of the U.S. population is dyslexic.
- Occurs in all races and cultures
- Not related to age or income
- Boys outnumber girls 4:1
- Usually a family history (genetic)

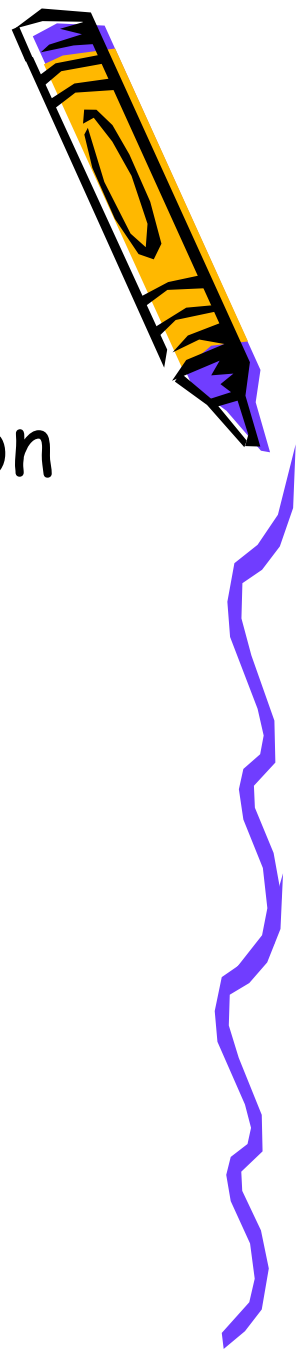


What do I watch for?

- Phonemic awareness and manipulation (cat without the /k/)
- Single-word decoding difficulties
- Poor reading fluency
- Poor spelling/writing skills
- Poor reading comprehension
- Average/above-average IQ
- Good listening comprehension skills



Dyslexia Characteristics

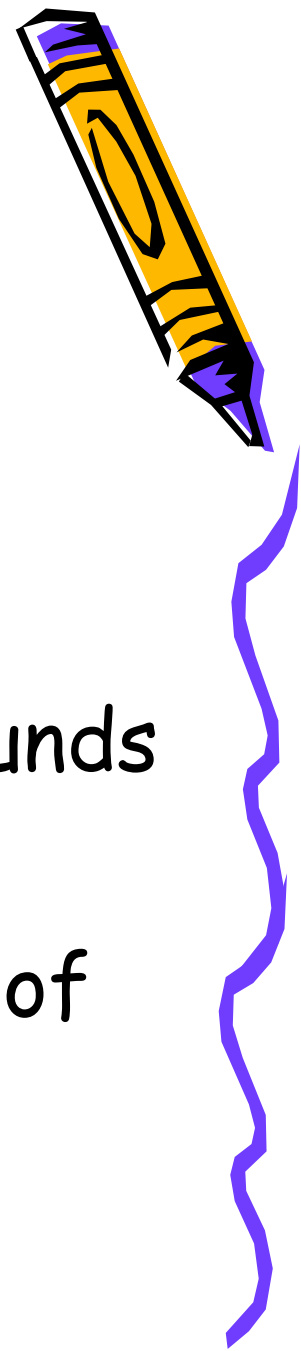


- Difficulty reading words in isolation
- Difficulty decoding nonsense/unfamiliar words
- Slow and/or inaccurate reading (poor fluency)
- Spelling difficulties



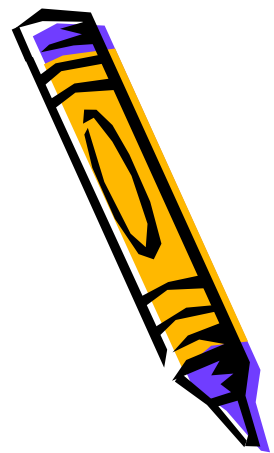
Reasons for Difficulties

- Poor development of phonological awareness (segmenting, blending, manipulating)
- Difficulty learning letter names/sounds
- Poor phonological memory
- Difficulty with rapid naming (recall of familiar objects, colors, etc.)



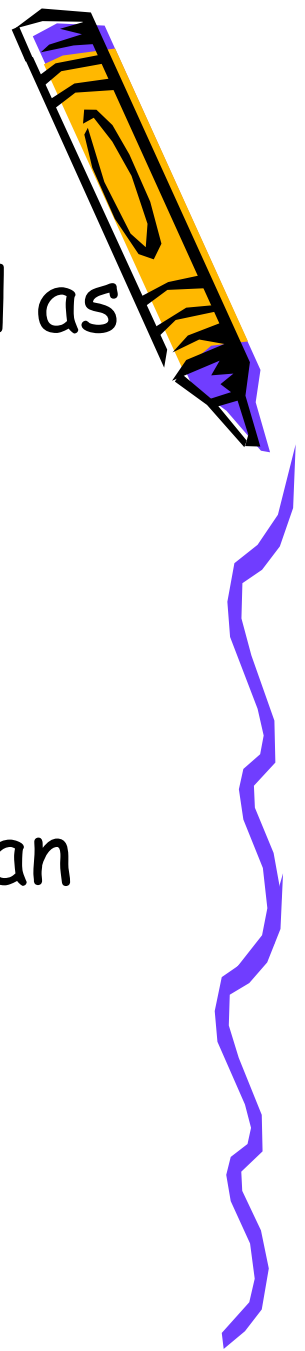
Difficulties Lead To

- Poor word attack skills
- Poor accuracy, fluency, and therefore, comprehension
- Poor writing skills due to lack of phonological understanding
- Dislike for reading; therefore, student doesn't read enough



Strengths

- Superior visual-spatial skills (excel as engineers, architects, surgeons, mechanics)
- Creative imagination (excellent in artistic areas)
- Mathematical conceptualization (can orally reason it out)



Possible Co-existing Conditions



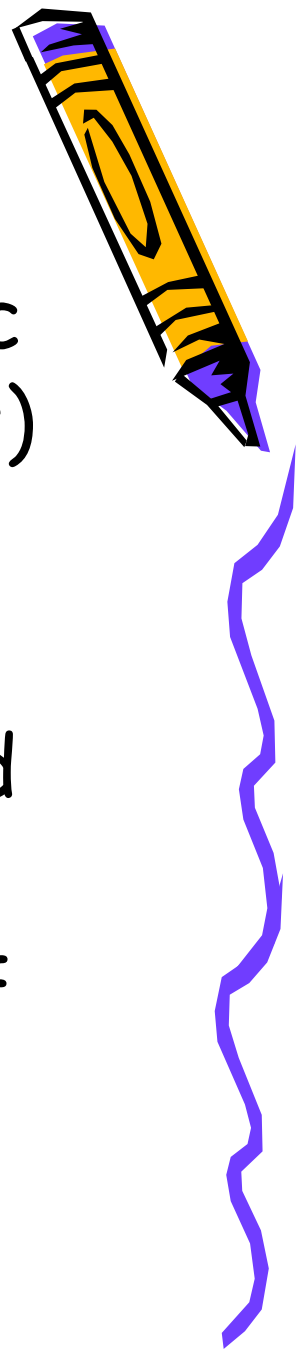
- ADD/ADHD
- Verbal expression
- Poor fine motor skills
- Mathematics-good conceptualization, poor calculation



Texas State Law Requires

- Early identification of dyslexic students (or related disorders)
- Provide appropriate services by trained teachers
- Offer training to teachers and parents
- Notify parents or guardians of testing and services

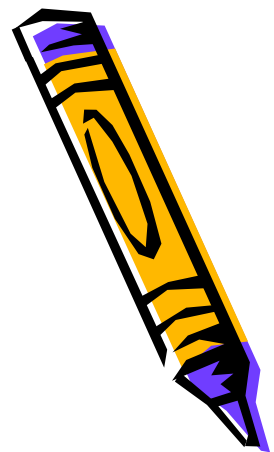
Early intervention



Federal Laws

- IDEA
- Section 504 of the Rehabilitation Act of 1973 (The teacher must provide accommodations to help students be successful.)

This is the only law in education you can be personally sued for not correctly implementing!

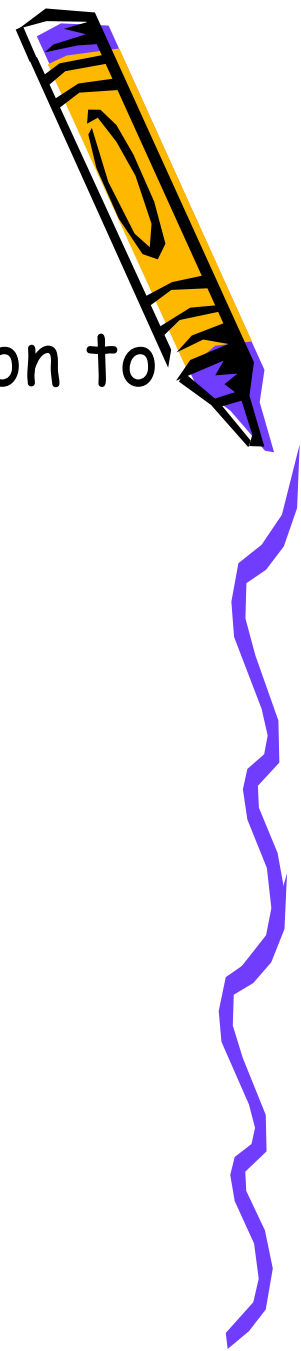


Dyslexia Elementary Interventions in SAISD

30 Minutes Daily Intervention (in addition to core instruction and classroom and TAKS accommodations)

- Tier II: *Voyager* (K-5)
Time for Kids (4-5)
- Tier III: *Voyager* (K-5)
Time for Kids (4-5)
ISM (K-3)

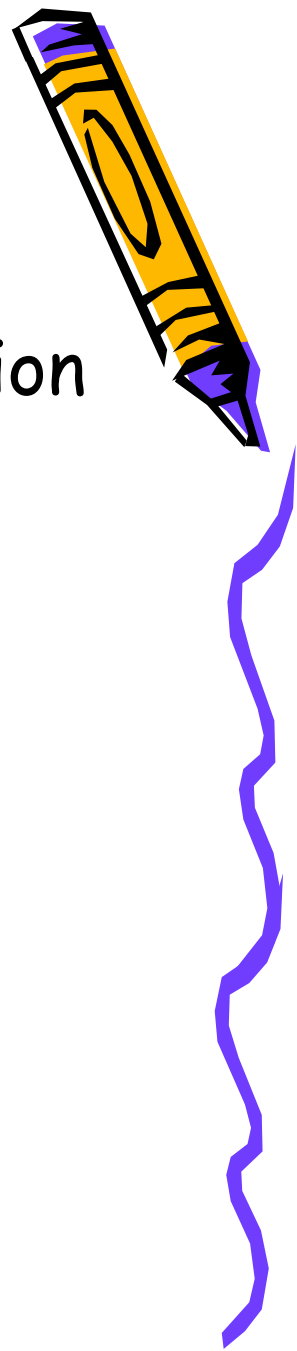
Note: Dyslexia is Tier III



Dyslexia Secondary Interventions in SAISD

Academic Intervention Course (in addition to core instruction and classroom and TAKS Accommodations)

- Tier II: *Voyager or Read 180*
- Tier III: *Voyager or Read 180 or Fast ForWord*



Dyslexia Referral

- Dyslexia referrals start with the RtI process.
- If at any time during the student's Tier II intervention, the student's progress in reading warrants continued intervention **AND** the student demonstrates characteristics associated with dyslexia, consult with campus Dyslexia Coordinator.
- A student cannot be identified with dyslexia if there are questions as to whether the student was exposed to appropriate instruction.

