

Effective Strategies for Students with Dyslexia

The instructional program should be offered in a small class setting and include reading, writing, and spelling.

Components of instruction include:

- Phonemic awareness
- Graphonemic knowledge
- Language structure
- Linguistic instruction
- Strategies for decoding, encoding, word recognition, fluency, and comprehension

Classroom Accommodations

A student with dyslexia may require accommodations in the classroom setting. The most common and needed accommodations are extended time for reading due to the student's lack of fluency, and not penalizing the student for spelling errors on assignments without time for editing, since dyslexia directly affects spelling. Depending on the student's individual needs, additional accommodations may be necessary.



Testing Accommodations

TAKS Dyslexia Bundle

Students in grades 3-8 who meet the eligibility requirements are able to take the TAKS Reading Test with the following Dyslexia Bundled Accommodations:

- Oral reading of all proper nouns associated with each passage before the student begins individual reading.
- Oral reading of all questions and answer choices to the student.
- Extending the testing time over at two-day period.



Helpful Dyslexia Sites

Dyslexia—TEA—Region 10

<http://www.region10.org/Dyslexia/Index.html>

TEA Dyslexia Handbook

<http://www.region10.org/Dyslexia/Documents/2007EnglishHandbook.pdf>



Reading is the fundamental skill upon which all formal education depends..

DYSLEXIA



Just the Facts!

Port Neches-Groves ISD

Dyslexia Services Overview

Definition and Characteristics of Dyslexia

Definition:

Dyslexia is a specific learning disability that is neurological 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.

Primary Reading/Spelling Characteristics:

- Difficulty reading real words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading
- Difficulty learning to spell



Dyslexia Assessment

The student who struggles with reading and spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

The district recommends that a student be assessed for dyslexia after the data gathered has ruled out that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading, and when the student demonstrates the following:

- Poor performance in one or more areas of reading and/or the related area of spelling that is unexpected for the student's age and/or grade.
- Exhibits characteristics of dyslexia



Depending on the student's age and stage of reading development, the following are the areas related to reading that should be assessed:

- Reading real and nonsense words in isolation
- Phonological awareness
- Letter knowledge
- Rapid naming
- Reading fluency and comprehension
- Written spelling



Dyslexia Diagnosis

A committee of knowledgeable persons determines whether the student has dyslexia. The campus teams are made up of a minimum of 2 of the following: principal, counselor, dyslexia teacher, reading teacher, diagnostician, or other professional educator. The committee reviews all the accumulated data to determine if the student has dyslexia. If the student has dyslexia, the committee of knowledgeable persons also determines whether the student has a disability under the Rehabilitation Act of 1973, 504. Not all students with dyslexia are automatically eligible for 504. A student is considered to have a disability under 504 if the condition substantially limits the student's learning. Student with additional factors that complicate their dyslexia may require additional support or referral to special education.