UNDERSTANDING DYSLEXIA – PARENT GUIDE
Texas Education Code (TEC) §38.0003 defines dyslexia in the following way:

• (1) “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.”

• (2) “Related Disorders” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
The International Dyslexia Association defines dyslexia in the following way:

- International Dyslexia Association defines Dyslexia as 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.

(Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)
The evaluation, identification, and provision of services for students with dyslexia are guided by both the Individuals with Disabilities Education Act (IDEA) and Section 504. The law that applies to an individual student is determined by data and the student’s individual needs.

Parents have the right to request a dyslexia evaluation at any time. The school district is obligated to review the student’s data to determine whether there is reason to suspect the student has a disability. If a disability is suspected, the student needs to be evaluated following district procedures.

All evaluations must be completed within 45 school days upon receipt of signed consent from the parent.

Once the evaluation process is complete, a 504 or ARD committee made up of knowledgeable persons will meet to discuss the evaluation to determine eligibility. The parent is an integral part of this committee. They will also determine the appropriate placement for services should your child be eligible for them.
HB 1886 Screener for K/1

• Early identification of students with dyslexia is an important focus for McKinney ISD.
• All kindergarten and first grade students are screened for dyslexia.
• All parents are given notice of how their child performed on the screener.
• In addition to K/1 students, all students beyond first grade are screened or tested as appropriate.
• The screener is a universal measure administered to all students. This is not a formal evaluation, but rather a review of multiple sources of data.
Strategies for Teaching Students with Dyslexia and Related Disorders

SBOE rules in TAC §74.28 require that each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in SBOE rule and to the services of a teacher trained in dyslexia and related disorders.

• Delivery of Dyslexia Intervention
  • Simultaneous, multisensory, (VAKT): Teaching is done using all learning pathways in the brain (Visual, Auditory, Kinesthetic, Tactile) simultaneously in order to enhance memory and learning.
  • Systematic and cumulative: Instruction requires that the organization of material follow the order of the language. The sequence must begin with the easiest concepts and most basic elementary and progress methodically to more difficult material.
  • Explicit Instruction – An approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently.
  • Diagnostic teaching to automaticity.
  • Synthetic Instruction: Presents the part of language and then teaches how the parts work together to form a whole.
  • Analytic instruction: Presents the whole and teaches how this can be broken into its component parts.
What program do we use in MISD?

- We use the MTA Program for Monolingual Students
  - It is a multisensory approach
  - Based on the Orton-Gillingham approach
- We use the Esperanza Program for Spanish speaking students who need reading instruction in Spanish.
How long does the program take?

- The MTA program typically takes approximately 3 years.
- It is paced based on what the student needs in order to master the skills.
- Our teachers like to say, “We move as fast as we can, but as slow as we need to.”
- Our bilingual students may also be given additional instruction using the Esperanza program. This program typically lasts 1-2 years.
Qualifications for Dyslexia Teachers

- McKinney ISD dyslexia teachers have had dyslexia 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.
What accommodations can my child get?

• Typically students with dyslexia are also served through either 504 or Special Education.

• Accommodations are provided through either of those programs.

• Accommodations are based on what each individual student needs. There are no “cookie cutter” plans. Each one is tailored to the individual student based on data.

• Our students may also qualify for accommodations on standardized testing. Typically, those accommodations may include items such as, small group, extended time, and oral administration. Accommodations on all assessments will be discussed and determined at the 504 or ARD meetings.
What can you do at home?

We have put together some common tips for students with dyslexia.

• Be understanding that reading is difficult for them and they may be tired after a long day at school
• Provide an organized environment for homework (with all the supplies they need)
• Set mini deadlines for your child with long assignments
• Read aloud to your child
• Utilize Learning Ally
• If you have concerns, contact your dyslexia specialist.
Contact Information

• Contact the dyslexia specialist on your campus.

• Region 10 at 972-348-1700

• TEA Website for The Dyslexia Handbook 2018 Update (English)

• TEA Website for The Dyslexia Handbook 2018 Update (Spanish)