

Characteristics of Dyslexia

Primary characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling

Reading/spelling characteristics are most often associated with:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

Consequences of dyslexia may include:

- Variable difficulty with aspects of reading comprehension
- Variable difficulty with aspects of written language
- Limited vocabulary growth due to reduced reading experiences

Common risk factors associated with dyslexia may include, but is not limited to difficulty with rhyming, trouble learning and naming letters and numbers, difficulty identifying and manipulating sounds in syllables, difficulty recalling the correct sounds for letters and letter patterns, guessing at words, difficulty with written expression, avoidance of reading, use of less complicated words that are easier to spell, and tendency to avoid reading.

Dyslexia Evaluation in Texas

- If a school or parent suspects dyslexia or a related disorder, such as dysgraphia, a team would collect quantitative and qualitative data and determine if the student exhibits characteristics of dyslexia or other specific learning disabilities
- If the student exhibits characteristics of dyslexia, the school will seek parental consent for a Full Individual Initial Evaluation (FIIE)
- Parents/guardians **always** have the right to request a referral for a dyslexia evaluation
- All students in kindergarten and Grade 1 must be administered a reading instrument and screened for dyslexia [unless an ARD or Section 504 committee determines the screener is not appropriate or the student is already identified with dyslexia]
- Grade 2 students must be administered a reading instrument, as well as any Grade 7 student who did not pass STAAR reading the previous year, or on last administration
- Students enrolled in public schools must be evaluated for dyslexia and related disorders “at appropriate times.” [TEC 38.003 (a)]



Dyslexia Program Awareness for Educators and Parents

Information for educators and parents about dyslexia in the State of Texas

Questions Answered

What is dyslexia? What is dysgraphia?

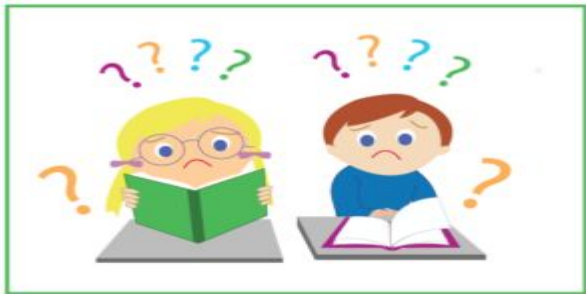
What program does the school district offer for dyslexia?

What are the characteristics and common risk factors of dyslexia and dysgraphia?

What are the school district's requirements related to dyslexia?

Who can I contact if I have questions or concerns?

What resources are available?



What is Dyslexia?

Texas Education Code 38.003 defines dyslexia and related disorders in the following way:

- “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.
- “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, development dysgraphia, and developmental spelling disability.

What is Dysgraphia?

Characteristics and consequences of dysgraphia include:

- Illegible and/or inefficient handwriting with variably shaped and poorly formed letters
- Difficulty with unedited written spelling
- Low volume of written output as well as problems with other aspects of written expression

These difficulties (typically) result from a deficit in graphomotor function and/or storing and retrieving orthographic codes and are unexpected for the student’s age in relation to the student’s other abilities.

Claude ISD Dyslexia Instruction

Reading By Design

The Reading by Design Program is a systematic, multisensory approach aligned with research-based practices for developing literacy and is designed for students with basic reading difficulties, such as dyslexia. This intervention follows an intensive, explicit, and cumulative design for remediation of reading and writing skills at all grade levels.

This comprehensive program addresses phonological awareness, sound-symbol association, six syllable types, written patterns, morphology, syntax, reading fluency, and comprehension. Progress monitoring and review lessons are embedded throughout the program to inform student progress and promote reading and writing automaticity.

Reading by Design includes all of the components of instruction and instructional approaches supported through research cited in the The Dyslexia Handbook- Revised 9-21: Procedures Concerning Dyslexia and Related Disorders.

Providers of Dyslexia Instruction:

- Must have valid Texas teaching certificate for the particular grade level(s) that they teach.
- Must have additional documented dyslexia training.
- Must be trained in the district’s dyslexia program and deliver the instruction with fidelity.
- Does not have to be certified as a special educator when serving a student who receives SPED services.

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Parent Resources

District Dyslexia Procedures,
including effective strategies,
accommodations, and modifications
https://www.claudaisd.net/572811_3

Talking Book Program
<https://www.tsl.texas.gov/tbp/index.html>

Texas Education Agency - Handbook
<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>