

Signs of Dyslexia

Kindergarten through Third Grade

- Fails to understand that words come apart
- Has difficulty learning the letter names and their corresponding sounds
- Has difficulty reading single words in isolation
- Has difficulty spelling phonetically
- Reads choppy
- Relies on context to recognize a word

Fourth Grade through High School

- Has a history of reading and spelling difficulties
- Avoids reading aloud
- Reads most materials slowly; oral reading is labored, not fluent
- Avoids reading for pleasure
- May have an inadequate vocabulary
- Has difficulty spelling;



Contacts for Further Information:

Grand Saline ISD Dyslexia Contacts:

Elementary: Winona Almuete, 504 Chair (903)962-7526 ext. 50103

Intermediate: Brenda English, Principal, (903)962-5515 ext. 401

Middle School: Julie Hill, 504 Chair (903)962-7537 ext. 303

High School: Mindy Redding, 504 Chair (903)962-7533 ext. 205

District: Debby Morse, 504 Chair (903)962-8171

Dyslexia Contacts Outside the District:

Dyslexia Contact

Region 7 Educational Service Center

1909 North Longview Street

Kilgore, TX 75662

903.988.6700

<http://www.esc7.net/default.aspx?name=dyslexia>

State Dyslexia Consultant

Region 10 Educational Service Center

400 E. Spring Road

Richardson, TX 75083-1300

1.800.232.3030

www.region10.org/dyslexia

Organizations and Supports

International Dyslexia Association

<http://www.interdys.org>

<http://www.ldonline.org/index.php>

Recordings for the Blind and Dyslexic/Texas

<http://www.learningally.org/texas/>

Dyslexia Program Awareness for Educators and Parents

Information for educators and parents about dyslexia, including:

- A definition of dyslexia
- Characteristics of dyslexia
- The school district's responsibilities related to dyslexia
- Contact information in case you have questions or concerns

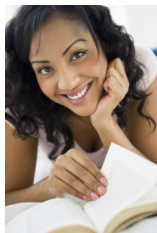


Dyslexia Program Awareness for Educators and Parents

What is dyslexia?

The current definition from the International Dyslexia Association states:

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.



Dyslexia and School District/ Charter School Requirements:

Texas Education Code §38.003:

- Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times
- The board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.

Texas Administrative Code §74.28:

- The board of trustees of a school district must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate instructional services to the student are implemented in the district..
- A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.”

- Each school must provide each identified student access at his or her campus to instructional programs required in subsection (c) of this section and to the services of a teacher trained in dyslexia and related disorders.
- Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders.

Teacher Training Requirements:

Teachers who provide instruction for students with dyslexia:

- Must have a valid Texas teaching certificate for the particular grade level(s) that they teach
- Must be trained in dyslexia and related disorders
- Must be trained in the program the district has developed or purchased for use with students with dyslexia, as well as in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods

