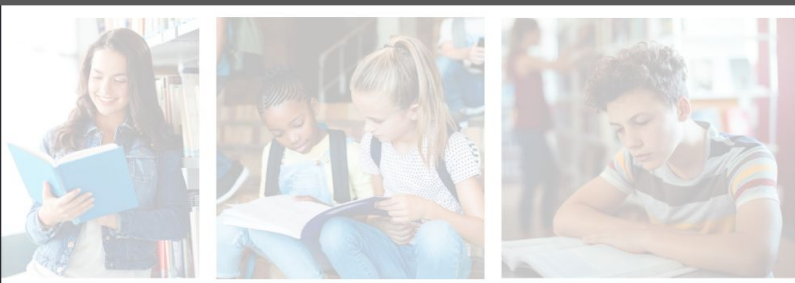


Dyslexia & Related Disorders

Parent Education Program
2024-2025



Region 10 ESC
Dyslexia



THE DYSLEXIA HANDBOOK

Procedures Concerning
Dyslexia and Related Disorders
2024 Update

TEXAS STATE BOARD OF EDUCATION
APRIL 2024



The Dyslexia Handbook

Procedures Concerning Dyslexia and
Related Disorders
2024 Update

[The Dyslexia Handbook-2024 Update](#)

[TEA: Dyslexia and Related Disorders Webpage](#)

Definition of Dyslexia



Texas Education Code (TEC) §38.003 defines dyslexia 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.”

(The Dyslexia Handbook, 2024 Update, 7)

The International Dyslexia Association (IDA) defines “dyslexia” in the following way:

Dyslexia is a specific learning disability that is neurobiological 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

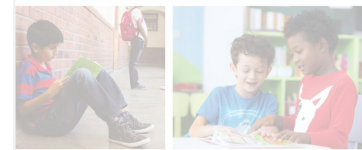
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THE DYSLEXIA HANDBOOK

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Dyslexia and Related Disorders
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APRIL 2024



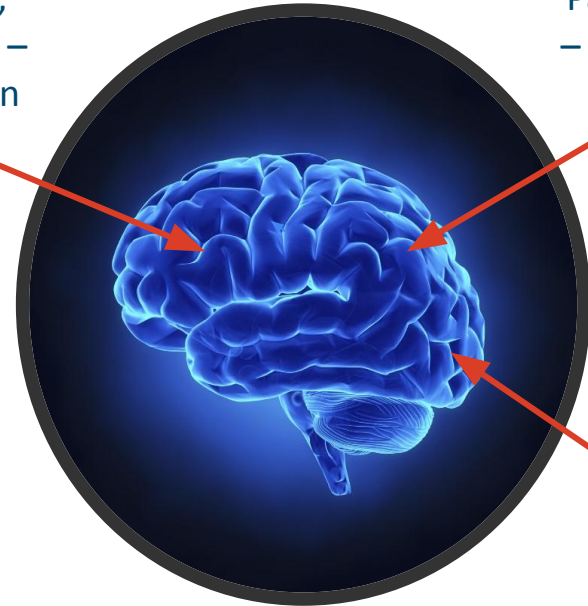
“Dyslexia is a specific learning disability that is neurobiological in origin.”

(International Dyslexia Association, 2002)

With functional MRIs, scientists can see dyslexia in the brain: underactivation of a reading area at the back and inappropriate activation in the right hemisphere.

(Shaywitz, 2020)

Broca's area,
Inferior gyrus –
overactivation

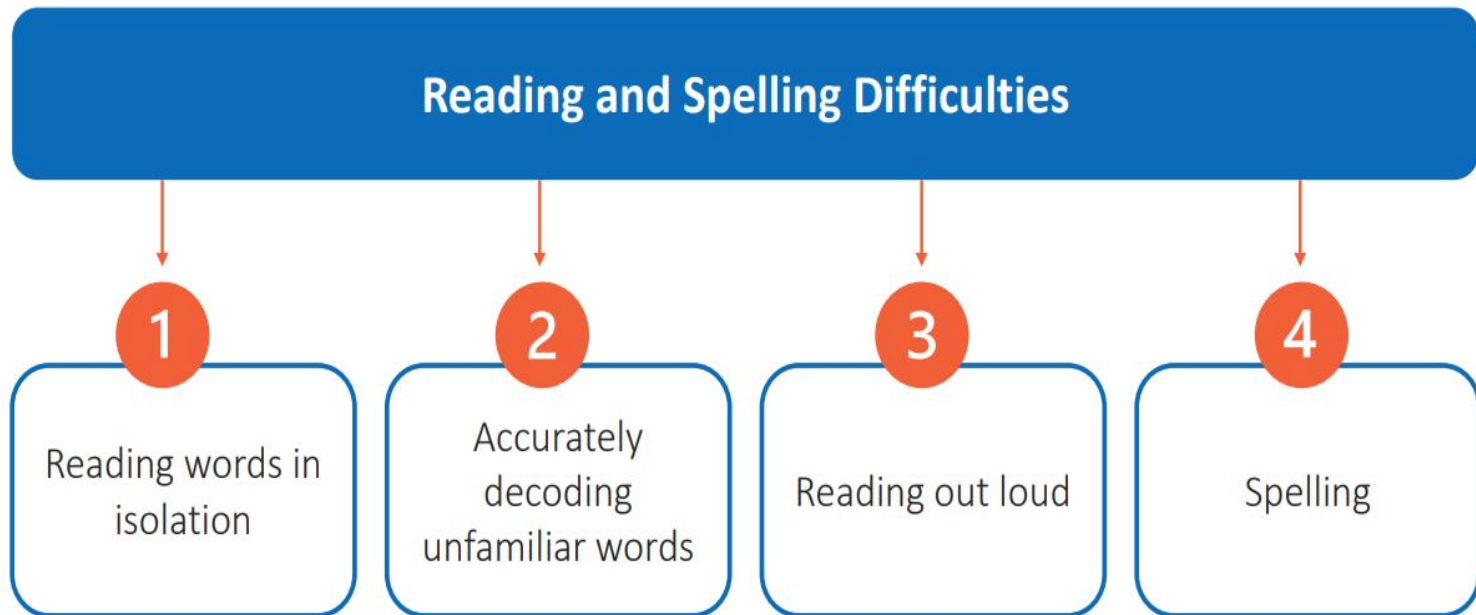


Parieto temporal
– underactivation

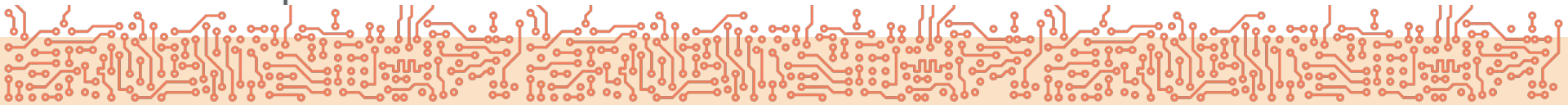
Occipital
temporal –
underactivation



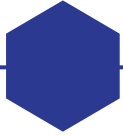
Primary Characteristics of Dyslexia



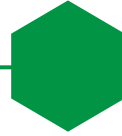
(The Dyslexia Handbook, 2024, 7)



Secondary Consequences of Dyslexia



Difficulty with
aspects of reading
comprehension



Difficulty with
aspects of written
language



Limited growth in
vocabulary and
background knowledge
due to reduced reading
experiences



Evidence-Based Core Reading Instruction

TEC §28.0062 requires each local education agency (LEA) to provide for the use of a phonics curriculum that uses systematic direct instruction, without the incorporation of three-cueing, in kindergarten through third grade to ensure all students obtain necessary early literacy skills.

Schools must ensure that all students receive explicit systematic Tier 1 reading instruction.

Common Risk Factors Associated with Dyslexia

Preschool, Kindergarten, and First Grade

TDH, 2024 pg.9



Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters and numbers and remembering the letters in his/ her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Common Risk Factors Associated with Dyslexia

Second and Third Grade
Fourth through Sixth Grade

TDH, 2024 pg.9



Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

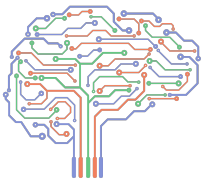
Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension

Common Risk Factors Associated with Dyslexia

Middle and High School
Postsecondary

TDH, 2024 pg. 10



Middle School and High School

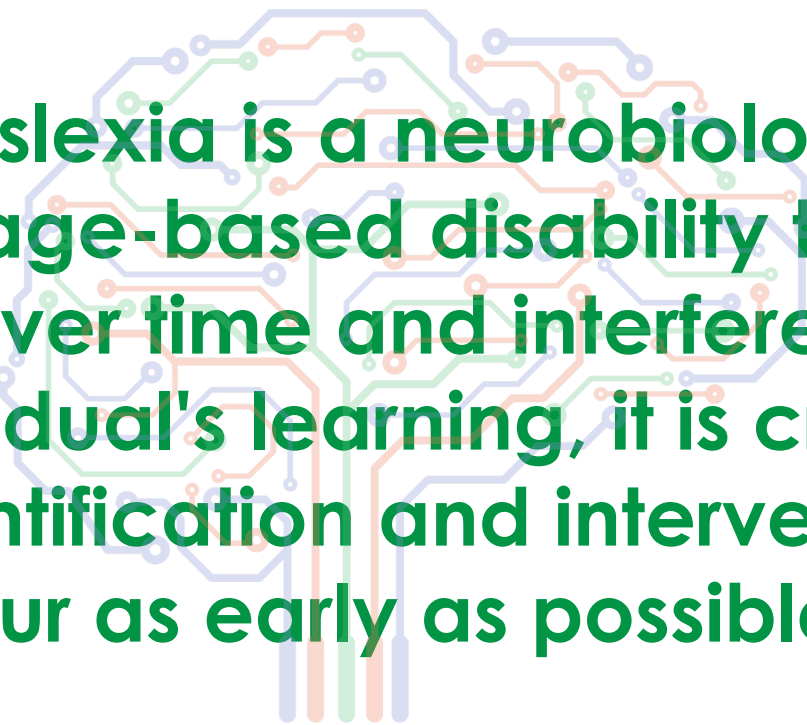
Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with notetaking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)



Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible

Definition of Dysgraphia



THE DYSLLEXIA HANDBOOK

Procedures Concerning
Dyslexia and Related Disorders
2024 Update

TEXAS STATE BOARD OF EDUCATION
APRIL 2024



Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills-finding, retrieving, and producing letters, which is a subword-level language skills. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading (Berninger, Richards, & Abbott,2015)

(The Dyslexia Handbook, 2024 Update, 55)

Texas Education Code (TEC) §38.003 defines dysgraphia in the following way:

“A review of recent evidence indicates that dysgraphia is best defined as a neurodevelopmental disorder manifested by *illegible and/or inefficient handwriting* due to difficulty with letter formation. This difficulty is the result of deficits in *graphomotor function* (hand movements used for writing) and/or *storing and retrieving orthographic codes* (letter forms) (Berninger, 2015). *Secondary consequences may include problems with spelling and written expression.* The difficulty is not solely due to lack of instruction and is not associated with other developmental or neurological conditions that involve motor impairment.”

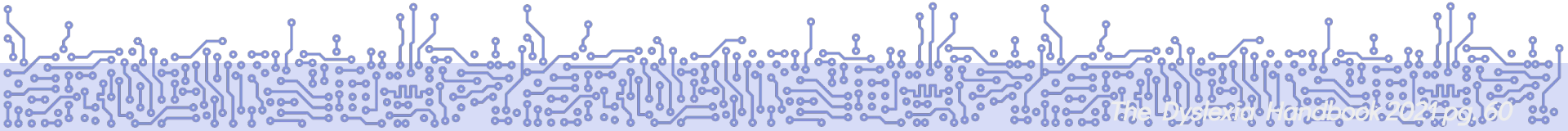
(The Dyslexia Handbook, 2024 Update, 55)



Dysgraphia Characteristics

The characteristics of dysgraphia include the following:

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting (Andrews & Lombardino, 2014)

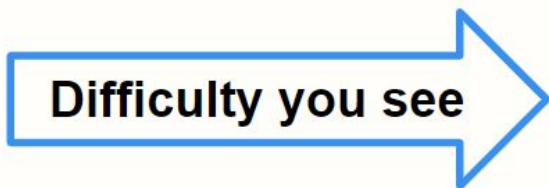
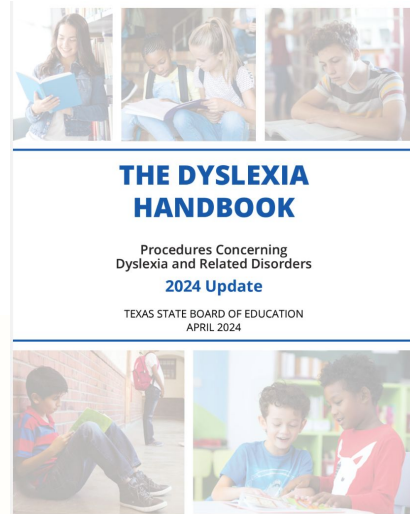


Dysgraphia Can Be Caused By


Dysgraphia can be due to:

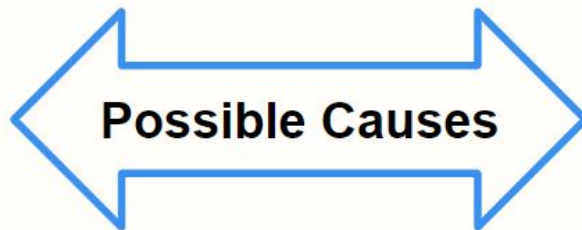
- Impaired feedback the brain is receiving from the fingers
- Weaknesses using visual processing to coordinate hand movement and organize the use of space
- Problems with motor planning and sequencing
- Difficulty with storage and retrieval of letter forms (Levine, 1999)

Problem and Causes

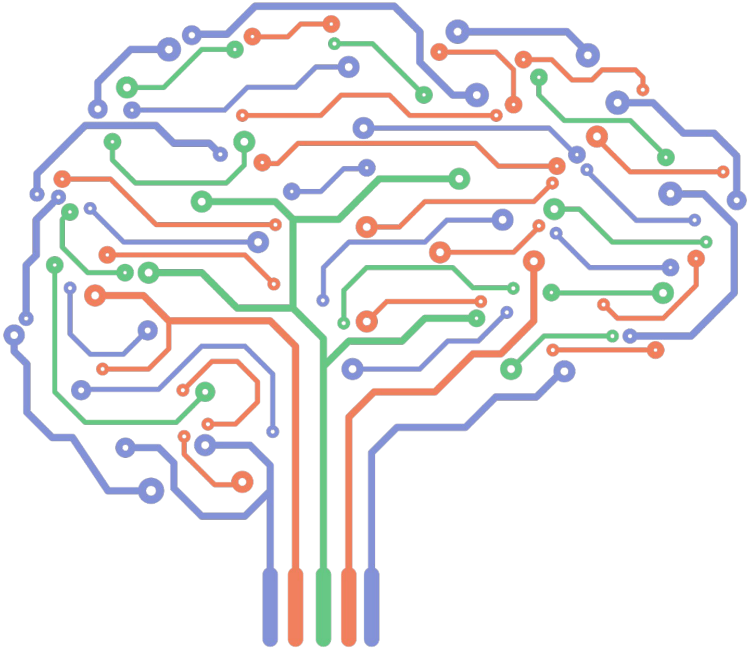
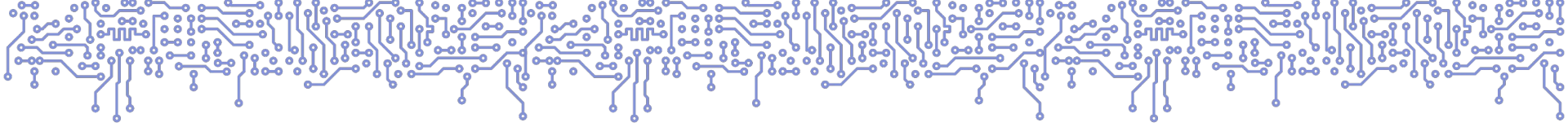


 **Handwriting**
Legibility
Automaticity

 **Orthographic Processing**
Storing and retrieving orthographic codes (letter forms)



 **Graphomotor**
Hand movements used for writing



Screening

For Dyslexia and Related
Disorders



State Requirements

TEC §38.003: Screening and Treatment for Dyslexia: Screening for ALL Kindergarten, 1st grade, and beyond 1st as appropriate.

TEC §28.006: Reading Diagnosis: Administer a reading instrument to diagnose reading development and comprehension.

19 TAC §74.28: States evaluations should only be conducted by appropriately trained and qualified individuals.

TDH, 2024, pg. 13

Universal Screening for Dyslexia

Key Takeaways:

In kindergarten and first grade, universal screening for dyslexia is required by state law.

- Kindergarten students must be screened for dyslexia at the end of the school year.
- First grade students must be screened for dyslexia by January 31.

The screener helps identify students who may be at risk for dyslexia.

Screening is defined as a universal measure administered to **ALL** student by a qualified personnel to determine which students are at risk for dyslexia or reading difficulties

Screeners Criteria

Figure 2.2. Criteria for English and Spanish Screening Instruments

Kindergarten	First Grade
<ul style="list-style-type: none">• Letter Sounds Knowledge or Letter Naming Fluency• Phonological Awareness	<ul style="list-style-type: none">• Word Reading Accuracy or Fluency• Phonological Awareness

Figure 2.3. Student Behaviors Observed During Screening

<ul style="list-style-type: none">• Lack of automaticity• Difficulty sounding out words left to right• Guessing• Self-correcting• Inability to focus on reading• Avoidance behavior
--

7th grade Reading Diagnostic



To the Administrator Addressed

July 13, 2023

The Texas Education Agency (TEA) has posted a new Commissioner's List of Approved Grade 7 Reading Instruments for use during the 2023–2024 through 2026–2027 school years in accordance with Texas Education Code (TEC), §28.006(c-1).

<https://tea.texas.gov/sites/default/files/taa-2023-2027-commissioners-list-of-grade-7-reading-instruments.pdf>

<https://tea.texas.gov/academics/subject-areas/english-language-arts-and-reading/grade-7-reading-instruments>

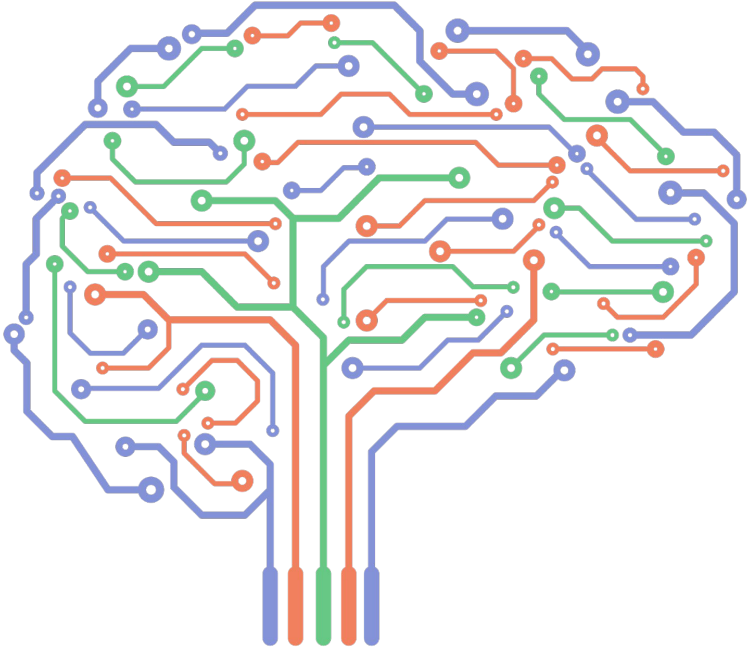
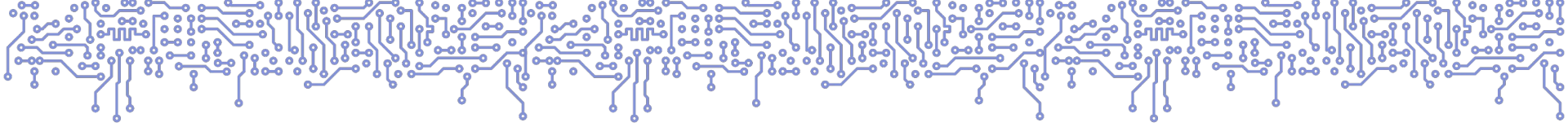
Grade 7 Reading Instruments

In accordance with the [Texas Education Code \(TEC\) §28.006\(c-1\)](#), each school district and open-enrollment charter school is required to administer at the beginning of Grade 7 a reading instrument adopted by the commissioner to each student whose performance on the assessment instrument in reading administered under [TEC §39.023\(a\)](#), to the student in Grade 6 who did not demonstrate reading proficiency, as determined by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations under the [TEC §28.006\(a\)\(1\)](#).

In November 2022, the Texas Education Agency (TEA) notified publishers that reading diagnostic instruments for students in Grade 7 [TEC §28.006\(c-1\)](#), could be submitted for review for inclusion on the 2023-2027 Commissioner's List of Approved Grade 7 Reading Instruments. The TEA staff completed their review in July 2023.

Information about the *TEA Criteria for Evaluation of Reading Instruments* can be found in the [Texas Register: Request for Student Reading Instrument Grade 7 Notice](#).





Procedures for the Evaluation and Identification of Students with Dyslexia



Procedures

- The evaluation and identification process for dyslexia can be multifaceted.
- The process involves both state and federal requirements that must be followed.
- The evaluation and identification process for students suspected of having dyslexia is guided by the Individuals with Disabilities Education Act (IDEA).

Evaluations of Specific Learning Disabilities



Guidance Document



Guidance for the Comprehensive Evaluation of Specific Learning Disabilities

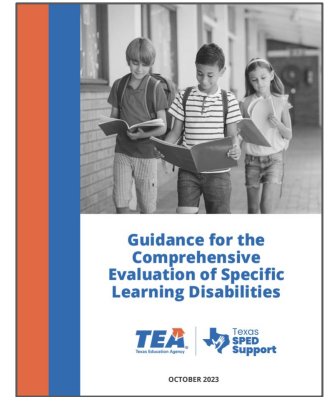


OCTOBER 2023

Steps in Evaluation Procedures



- Data Gathering
- Formal Evaluation
- Domains to Assess Specific to Dyslexia
- Review and Interpretation of Data and Evaluations
- Dyslexia Identification



DYSLEXIA AND DYSGRAPHIA

In this section we will discuss two conditions, dyslexia and dysgraphia, that may qualify a student as a student with an SLD under the IDEA. [TEC Sec. 29.0031\(a\)](#) states that dyslexia is an example of and meets the definition of an SLD under the IDEA. In addition, OSEP provided clarification and guidance on the use of these terms by MDTs.

“There could be situations where the child’s parents and the team of qualified professionals responsible for determining whether the child has a specific learning disability would find it helpful to include information about the specific condition (e.g., dyslexia, dyscalculia, or dysgraphia) in documenting how that condition relates to the child’s eligibility determination.”

[OSEP Dear Colleague Letter on Individuals with Disabilities Education Act \(IDEA\) / Individual Education Program \(IEP\) Terms, 2015.](#)

In Texas, we have additional state rules and regulations specific to dyslexia and dysgraphia that help MDTs know when these terms apply. Therefore, these terms should be used throughout evaluation reports and IEPs as appropriate when describing these specific forms of learning disabilities.

Dyslexia

The [Texas Education Code \(TEC\) §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, developmental dysgraphia, and developmental spelling disability.”

There are specific evaluation domains and questions outlined in the [Dyslexia Handbook](#) that must be used when determining the presence of dyslexia. There is no single instrument, score, or formula that will automatically rule in or rule out dyslexia. It is not required that a student demonstrate a specific cognitive weakness on standardized assessments as demonstrated by achieving below a certain threshold to otherwise display a pattern of strengths and weakness relevant to the identification of dyslexia. Dyslexia identification is based on the preponderance of evidence. The ARD committee must interpret evaluation test results in light of the student’s educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning.



Additional state
rules and
regulations
specific to dyslexia
and dysgraphia

Evaluation Guide pg. 23-26

Requirements When Dyslexia is Suspected

If the local educational agency (LEA) suspects, or has reason to suspect, a student has dyslexia and may be a student with a disability under IDEA, including after reading diagnostic assessments under TEC §28.006 or screening under TEC §38.003, the LEA must:

When an FIIE is recommended, parents are provided:

- Prior Written Notice (PWN)
- Notice of Procedural Safeguards
- Overview of Special Education for Parents form
- Opportunity for parent to provide written consent to evaluate

Overview of Special Education for Parents **TEA**

WHAT IS SPECIAL EDUCATION?
When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available to students of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?
If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:
Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the special education process.

Steps to Begin Special Education:

- 1 Referral
- 2 Consent to Evaluate
- 3 Evaluation
- 4 Determine Eligibility (ARD)
- 5 Develop the IEP

Receiving Special Education Services:

- 6 Implement the IEP

More information about your rights as a parent can be found below:

SPEDTEX
Special Education Help for Parents
1-855-773-3839

Parents Guide to the ARD Process
<http://tdh.texas.gov/parents>

Notice of Procedural Safeguards
<http://tdh.texas.gov/parents>

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

Page | 1
TEA.TEXAS.GOV/TEXASSPED August 2023

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Steps to Begin Special Education:



Receiving Special Education Services:



Implement the IEP

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spedtex.org
1-855-773-3839

SPEDTEX
Special Education Information Center
Special Education Help for Parents

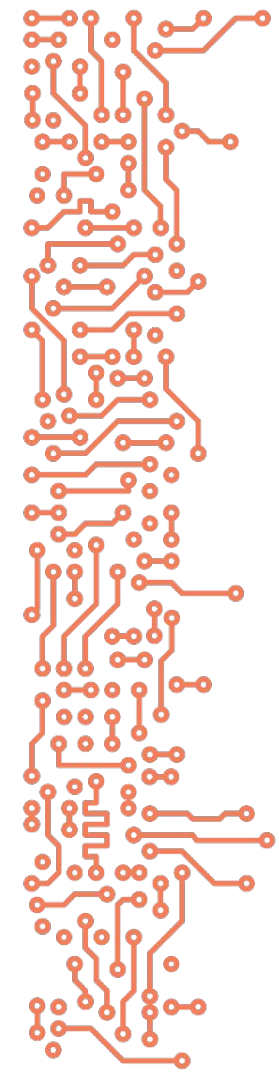


Parents Guide to the ARD Process
bit.ly/ParentsARD



Notice of Procedural Safeguards
bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.



1 REFERRAL FOR SPECIAL EDUCATION EVALUATION IS MADE.



A referral is:

- ▶ Required by law when a public school feels that your child may have a disability that requires special education services to be successful.
- ▶ Called a *request* for a special education evaluation when a parent makes it. A request should be made in writing to the proper staff member. The school will respond with information on whether it will proceed with an evaluation.

The school must respond in writing within 15 school days.



2 YOU WILL BE ASKED WHETHER YOU **CONSENT** FOR THE SCHOOL TO EVALUATE YOUR CHILD.



Consent to evaluate is:

- ▶ Permission you choose to give for specially trained personnel to evaluate and assess your child in specific areas.
- ▶ Used by the school to start the timeline by which the school must complete your child's evaluation.

With some exceptions, an evaluation must be completed within 45 school days.



3 EVALUATION IS DONE BY A GROUP OF TRAINED PROFESSIONALS.



An evaluation is:

- ▶ Called a *Full Individual and Initial Evaluation* (FIIE), which includes a written report of education recommendations and information about your child's strengths, interests, and challenges. Professionals with training in the suspected disability must participate, e.g., someone like a licensed dyslexia therapist if dyslexia is suspected.
- ▶ Done at no cost to you. If you do not agree with the school's evaluation, you may ask for an *Independent Educational Evaluation* (IEE). This would be done by someone who is not employed by the school.



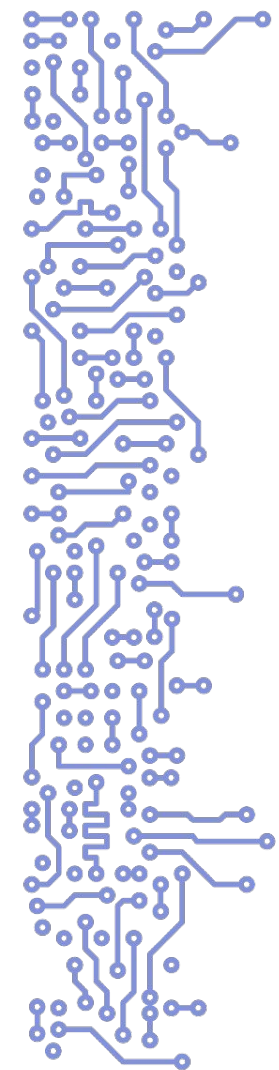
4 ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETS TO DETERMINE IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.

The ARD committee is:

- ▶ A team, including you, teachers, school administrators, those with special expertise about your child, and professionals with special training about the suspected disability.
- ▶ In this meeting, discussing your child's evaluation report, identifying your child's strengths and areas of need, and then determining whether your child has a disability and the need for special education services.



Once the evaluation report is done, an ARD committee typically has 30 calendar days to determine eligibility and develop the IEP.



5 IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES, THEN THE ARD COMMITTEE WILL ALSO DEVELOP AN **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**.



An IEP is:

- ▶ A collection of information that identifies your child's disability, shows your child's current strengths and areas of need, identifies goals to be worked on, and shows the special education and related services that are required for your child to be successful.
- ▶ A document that a school must follow once the process for developing it is complete, and you consent to your child receiving services. Services would begin as soon as possible.

You have the right to participate in the development of the IEP and agree or disagree to your child getting special education services.



MOVING FORWARD: RECEIVING SPECIAL EDUCATION SERVICES

Once an IEP has been developed, it is the school's responsibility to implement the IEP. Schools must offer the services, accommodations, and supports described in the IEP, and school staff will monitor your child's progress toward the goals in the IEP.

- ▶ You will receive progress reports on your child's IEP goals at least once each grading period.
- ▶ The ARD committee will meet and review your child's IEP at least annually.
- ▶ As a member of the ARD committee, you will discuss the need for an updated evaluation at least every three years.
- ▶ You can ask for an ARD committee meeting at any time.
- ▶ You can revoke your consent to special education services. In other words, you can tell the school in writing that you want your child's special education services to stop being provided.
- ▶ Special rules are in place for school discipline. If your child's disability is found to be the reason why the misbehavior occurred, then the ARD committee may, in certain situations, change the disciplinary consequence.

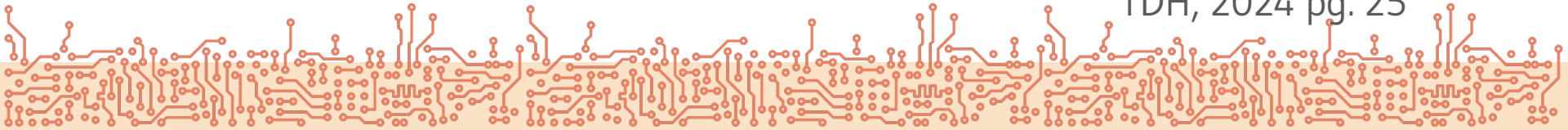


IF DISAGREEMENT OCCURS:

During each ARD committee meeting, you will be an active participant, discussing your child's specific needs with school staff as you work to come to a consensus on the best path forward. But from time to time, you may disagree with school decisions. Under the federal law IDEA, you have formal rights to disagree with special education decisions made by the school, both in the *steps to begin special education* and while *receiving special education services*. Dispute resolution options include filing state complaints, requesting mediation, and requesting a due process hearing. State facilitators are also available to help ARD committees reach consensus on IEPs.

Parent's Right to Request a Referral for a Dyslexia Evaluation

- Once a written parent request for dyslexia evaluation has been made to the appropriate administrator, the school district is obligated to review the student's data history (both formal and informal data) to determine whether there is reason to suspect the student has a disability and must respond within 15 school days.
- If a disability is suspected, the student needs to be evaluated following the guidelines outlined in this chapter.
- Under the IDEA, if the school refuses the request to evaluate, it must give parents prior written notice of refusal to evaluate, including an explanation of why the school refuses to conduct an FIE, the information that was used as the basis for the decision, a copy of the Overview of Special Education for Parents form as mentioned above, and a copy of the Notice of Procedural Safeguards.
- Should the parent disagree with the school's refusal to conduct an evaluation, the parent has the right to initiate dispute resolution options including; mediation, state complaints, and due process hearings.

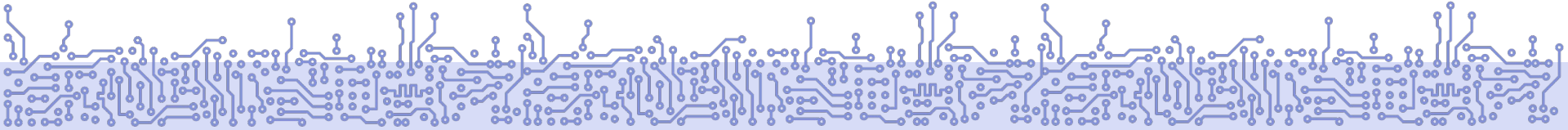


Parent Request for Evaluation

Parents may ask for a meeting with the campus to discuss their concerns and/or to request a full individual evaluation for dyslexia or a related disorder at any time. This request can be made to their child's teacher, the campus counselor, or the diagnostician. It can be in writing, in person, or over the phone.



The Dyslexia Handbook 2024 pg. 25 & 29



If the parent disagrees with the school's refusal to evaluate

The parent has the right to:

- Use dispute resolution options including
 - mediation
 - state complaint with TEA
 - due process hearings
- The parent could also ask for an Independent Educational Evaluation (IEE) at public expense.
- If the parent thinks their child is eligible for Section 504 aids, accommodations, and services the parent could ask for an evaluation under Section 504.

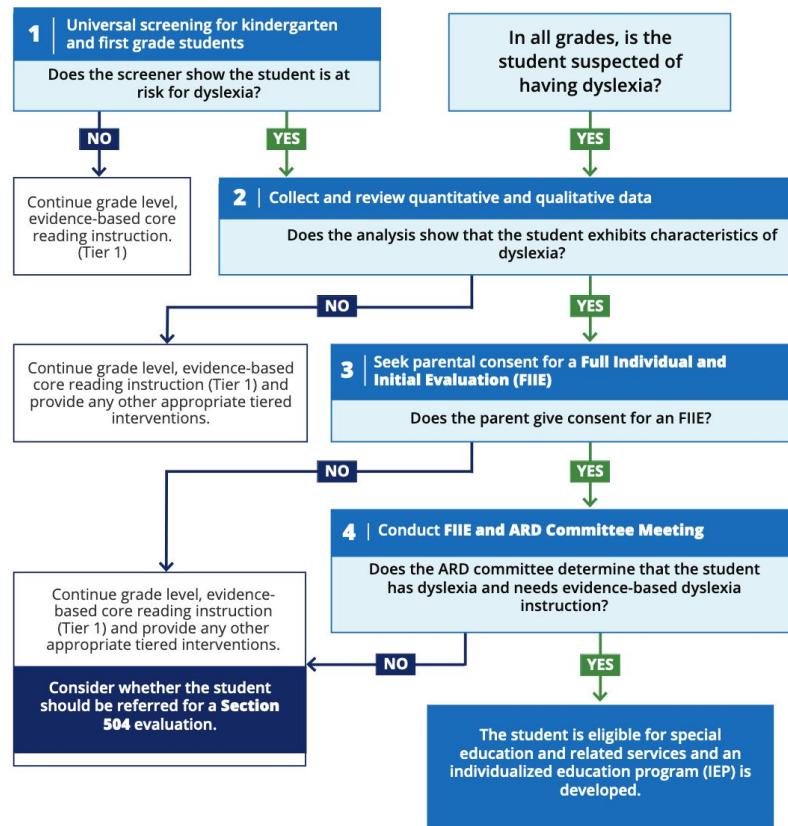
[Special Education Dispute Resolution Process](#)

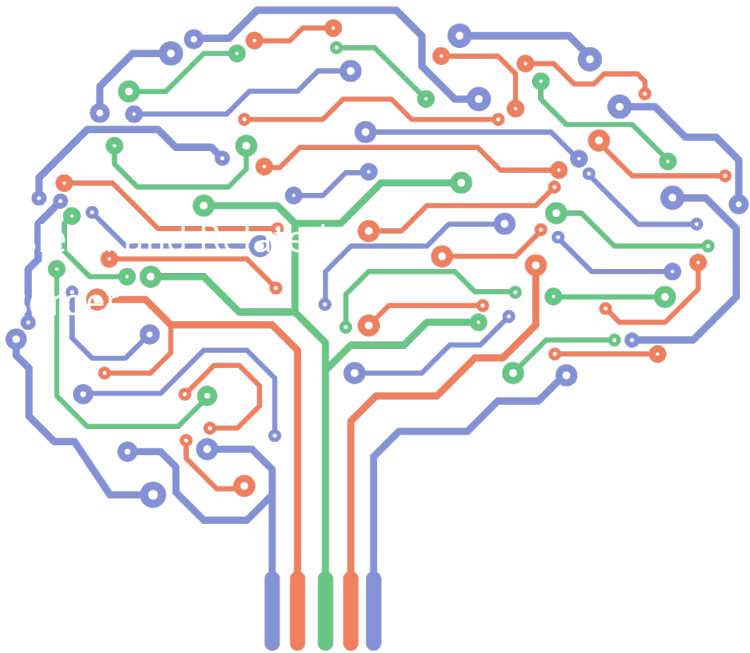
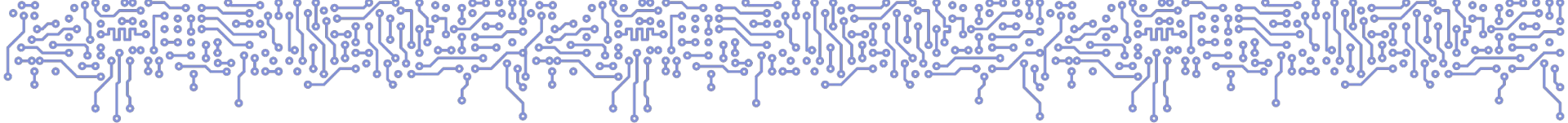
Pathway for the Identification and Provision of Instruction for Students with Dyslexia



Figure 3.8. Pathway for the Identification and Provision of Instruction for Students with Dyslexia

Pathway for the Identification and Provision of Instruction for Students with Dyslexia





Critical, Evidence-Based Components of Dyslexia Instruction

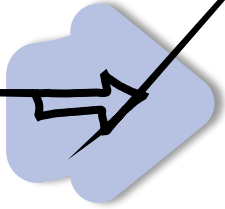
Dyslexia Intervention

Critical Evidenced Based

- phonological awareness
- sound-symbol association
- syllabication
- orthography
- morphology
- syntax
- reading comprehension
- reading fluency

Delivery of Dyslexia Intervention

- multisensory instruction
- systematic
- cumulative
- explicit
- diagnostic teaching to automaticity
- analytic and synthetic approaches



Qualifications of Service Providers

Have a bachelor's degree, certified in dyslexia therapy, and/or certified as an educator by the SBOE

Does not have to be certified as a special educator

Most appropriate person to offer dyslexia instruction

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.

Training in the district dyslexia program to deliver multisensory instruction that simultaneously uses all learning pathways to the brain, is systematic and cumulative, is explicitly taught, uses diagnostic teaching to automaticity, and includes both analytic and synthetic approaches.

Instructional Accommodations



Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level course instruction.

- Minimizes impact of disability by providing equitable access to grade-level or course instruction in the general education classroom.
- Not one size fits all; the impact of dyslexia on each individual student determines the necessary accommodation.
- Accommodations may:
 - Adapt delivery of instruction
 - Provide variation in the way a student communicates knowledge
 - Allow for changes to the environment



State Assessment Accommodations



When making decisions about accommodations, Instruction is always the foremost priority. Not all accommodations used in the classroom are allowed during a state assessment.

- **Accessibility Features** are procedures & materials that are allowed for any student who needs them.
 - *Small Group
 - *Read Aloud
 - *Blank Place Markers
 - *Use of various highlighters, colored pencils, etc.
 - *Use of tools to minimize distractions or help maintain focus
- **Designated Supports** are locally-approved supports who meet eligibility criteria.
 - *Oral Administration
 - *Calculation Aids (gr. 5-7)
 - *Content & Language Supports (online only)
 - *Extra Time
 - *Spelling Assistance
 - *Basic Transcribing
 - *Structured Reminders



Talking Books Program



TEXAS STATE LIBRARY
AND
ARCHIVES COMMISSION

Senate Bill (SB) 2075 requires school districts to notify the parents or guardians of students determined, on the basis of dyslexia screening or reading instrument results to have dyslexia or a related disorder, or to be at risk for dyslexia or other reading difficulties, to have access to the Talking Book Program (TBP) maintained by the Texas State Library and Archives Commission. The TBP provides students with reading disabilities the ability to borrow audiobooks free of charge and includes over 100,000 titles, hundreds of which are in Spanish.

[Talking Book Application English](#) [Talking Book Application Spanish](#)

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



Parent Resources



- [TEA Resources on Special Education in Texas](#)
- [Dyslexia Center of Austin Parent Resources](#)
- [IDA Dyslexia Handbook: What Every Family Should Know](#)
- [ESC Region 20 Family Engagement Dyslexia Resources](#)
- [Understood.org](#)
- [Yale Center for Dyslexia & Creativity Parent Website](#)
- [ALTA's Parent Website](#)



Dyslexia Contacts

District Dyslexia Contact:

Region 10 Dyslexia Contact:

Amie Davenport

amie.davenport@region10.org

972-348-1538

State Dyslexia Helpline

1-800-232-3030



[https://www.spedtex.org/
inquire@spedtex.org](https://www.spedtex.org/inquire@spedtex.org)
1.855.773.3839