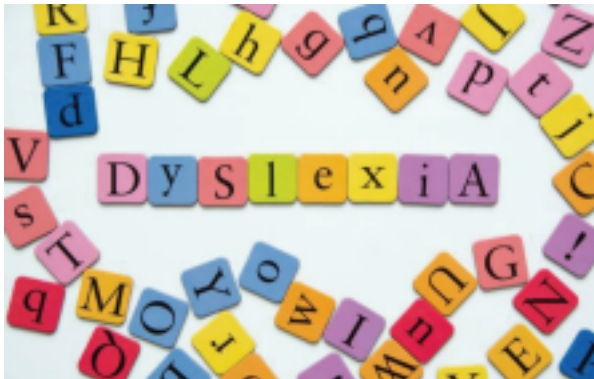


Facts about Dyslexia

- Dyslexia commonly runs in families.
- Children don't outgrow dyslexia.
- Dyslexia varies from mild to severe.
- Children with dyslexia do not see words backwards or reversed
- Early intervention is key to closing the gaps
- Dyslexia is the most common learning disability



Parent Resources:

- International Dyslexia Association: <http://www.interdys.org>
- Academic Language Therapy Association: <http://www.altaread.org>
- Bookshare: <https://www.bookshare.org/cms/>
- Learning Ally: <https://www.learningally.org>
- Texas College and Career Readiness Support Center: <http://txccrsc.esc13.net/>

Contacts for Further Information:

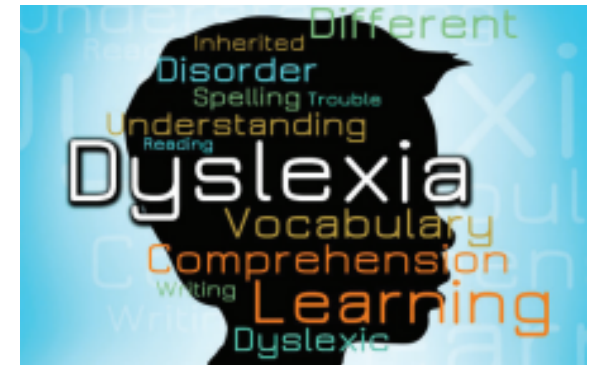
AISD District Dyslexia Coordinator
Dr. Loree Bruton
(281) 245-2451
lbruton@alvinisd.net

Region 4 Education Service Center
Jan Cook
(713) 744-8124
www.esc4.net

Texas Dyslexia Hotline
1-800-232-3030

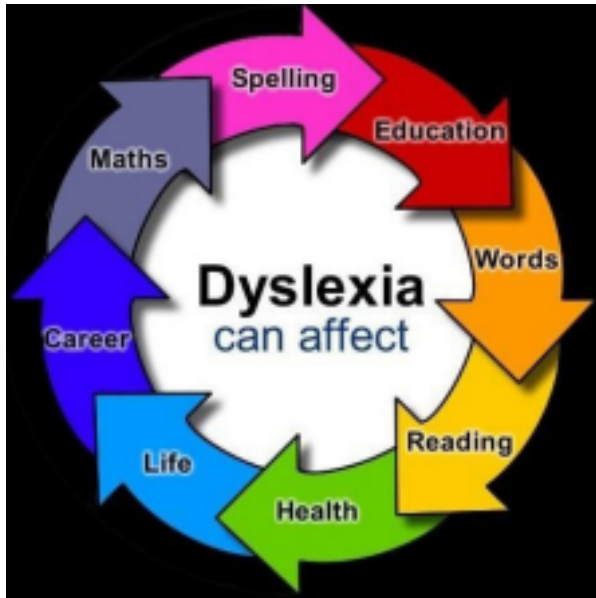
Neuhaus Education Center
713-664-7676
www.neuhaus.org

The Dyslexia Handbook,
2021 <https://tea.texas.gov/academics/special-student-populations/review-and-support/dyslexia-handbook>



- What is dyslexia?
- What are common signs?
- How do you identify a child with dyslexia?
- Who provides services?
- Facts about dyslexia





What is Dyslexia?

The current definition from the International Dyslexia Association states: 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.

Referenced in 2021 Dyslexia Handbook

Common Signs of Dyslexia

Kindergarten through third grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Choppy and labored reading • Difficulty spelling phonetically

Fourth grade through high school:

- History of reading and spelling difficulties
- Avoids reading aloud
- Reads most materials slowly; oral reading is labored, not fluent
- Avoids reading for pleasure
- Difficulty with spelling

Other:

- Family History
- Easily frustrated

Who provides services?

A certified regular or special education teacher who has been specifically trained in dyslexia and related disorders.

How is Dyslexia Evaluated and Identified?

By state law, all students in kindergarten and first grade are screened for signs of dyslexia annually. Kindergarteners are screened at the end of the school year and first graders are screened by the end of January each year. All data is reviewed by the campus problem solving team. If a team determines that the data leads to the suspicion of a disability, the team must refer the student for an evaluation under IDEA and all special education procedures must be followed. Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age
- The student is demonstrating characteristics associated with dyslexia.

A parent may also request an evaluation at any time by putting the request in writing to the principal or counselor on the campus.