

Fredericksburg Independent School District Dyslexia Handbook



Inspiring Excellence

District Dyslexia Handbook

The Dyslexia Instructional Program is designed to offer targeted instruction to students who exhibit characteristics of dyslexia and related disorders.

FREDERICKSBURG ISD

Fredericksburg Independent School District

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ASSURANCE OF NONDISCRIMINATION

Fredericksburg ISD does not discriminate on the basis of race, religion, color, national origin, gender, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended: Title IX of the Educational Amendments of 1972: and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff member has been designated to coordinate compliance with these legal requirements:

Holly Cunningham, Director of Special Education
Patricia Rivera, Section 504 & Dyslexia Coordinator

All complaints shall be handled through established channels and procedures beginning with the building principal, followed by appeal to the appropriate central administration contact, and finally the board of trustees, in accordance with Policy FNG.

If you need the assistance of the Office for Civil Rights (OCR) of the Department of Education, the address of the OCR Regional Office that covers Texas is:

Dallas Office for Civil Rights, U.S. Department of Education
1999 Bryan Street, Suite 1620 Dallas, Texas 75201-6810
Telephone: (214) 661-9600 Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov

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Introduction and Overview

What is dyslexia and how does Fredericksburg ISD serve students identified with dyslexia?

Commonly Defined: 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 provision of effective classroom instruction. Secondary consequences may include difficulties in text comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Adopted by the IDA Board, November 2002, this definition is also used by the National Institutes of Child Health and Human Development (NICHD), 2002.

Broken down, all of this simply means:

Dyslexia is a specific learning disability. Research indicates specific cognitive characteristics related to dyslexia that are **neurological in origin**. Dyslexia results from differences in how the brain processes information. Specifically, functional brain imaging has demonstrated a failure of the left hemisphere posterior brain systems to function properly during reading.

It is characterized by difficulties with accurate and/or fluent word recognition, poor spelling and decoding abilities. Students with dyslexia demonstrate difficulty when identifying real words (word recognition) and pronouncing nonsense words (decoding); the student's ability to read fluently is also a major characteristic as well as difficulty with spelling. This is contrast to the popularly held belief that the major characteristic is the reversal of letters, words and numbers.

These difficulties typically result from a deficit in the phonological component of language. Making the connection between oral language and the letters/sounds that represent language in written form requires an awareness that all words can be decomposed into phonologic segments (i.e., the word "bat" can be broken down into three phonemes or individual sounds – b, a, and t). Research findings have been consistent in confirming that in young school-age children, as well as in adolescents, a deficit in phonology is the strongest and most specific finding related to dyslexia.

Characteristics of dyslexia are often unexpected in relation to other cognitive abilities. The student's reading difficulty is unexpected in relation to other areas, such as oral language skills, the ability to learn in the absence of print, intellectual functioning, or strong math skills in comparison to reading skills.

It's important to examine the provision of effective classroom instruction. If the child has been identified as at-risk for reading failure in kindergarten and first grade, has he/she been provided with effective instruction in order to develop proficient early reading skills? The lack of response to scientifically informed instruction is one factor that differentiates severe reading deficits from reading failure from inadequate instruction. **Early intervention is critical.** Students who receive appropriate instruction demonstrate changes in how their brains process the information so that reading resembles that of non-disabled readers.

Secondary consequences may include difficulties in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Students with reading difficulties typically do not read the same amount as non-disabled readers; therefore, their vocabulary development, as well as their exposure to information learned by reading, may be impacted.

[Source: *A definition of Dyslexia* by G. Reid Lyon, Sally E. Shaywitz and Bennett A. Shaywitz; *Annals of Dyslexia*, Volume 53, 2003]

Note: When Evaluation Specialists examine students, they take into account multiple factors, each specific to the student being assessed. Students are individuals and the characteristics of dyslexia may present differently and at different times. Dyslexia is not contained to specific grade levels or age ranges. Students in elementary, middle, and high school may receive targeted instruction.

A few quick facts about Dyslexia:

The word “dyslexia” comes from the Greek language and means poor language. Dyslexia is a life-long status; however, its impact can change at different stages in a person’s life. Dyslexia is not due to either lack of intelligence or a desire to learn; students with dyslexia can learn successfully with appropriate teaching methods. Early identification and treatment is the key to helping those with dyslexia to achieve in school and in life. (Source: The International Dyslexia Association) For more information: <http://www.interdys.org/>

Fredericksburg ISD serves students identified with dyslexia and related disorders in kindergarten through grade 12. In grades K-8 instruction is provided in a small group setting according to the 2018 dyslexia handbook to maximize student success. Individualized instruction is provided by dyslexia specialists who are highly trained in the identification and instruction of students with dyslexia and related disorders. In grades 9-12, students receive individualized support as determined by the 504 or ARD Committee.

Fredericksburg ISD uses research-based programs to accelerate the learning of our identified students who are served in the program. Students who are identified but no longer receive formal services are monitored for success.

Appropriate Individualized Intervention is provided, if the need arises.

Characteristics of Dyslexia

The following are the reading/spelling characteristics of dyslexia:

- Difficulty reading single words in isolation
- Difficulty accurately decoding nonsense words
- Slow, inaccurate, or labored oral reading (lack of reading fluency)
- Difficulty with learning to spell

The reading/spelling characteristics are the result of difficulty with the following:

- The development of phonological awareness, including segmenting, blending, and manipulating sounds in words;
- Learning the names of letters and their associated sounds;
- Phonological memory (holding information about sounds and words in memory);
- Rapid naming of familiar objects, colors, or letters of the alphabet.

Secondary consequences of dyslexia may include the following:

- Variable difficulty with aspects of reading comprehension;
- Variable difficulty with aspects of written composition;
- A limited amount of time spent in reading activities.

For more information:

- International Dyslexia Association for answers to [Frequently Asked Questions](#)
- Texas Education Agency's [Dyslexia Handbook](#) (also available in [Spanish](#))

Law Regarding Dyslexia Instruction

Texas Education Code §38.003 (State Law)

§38.003. Screening and Treatment for Dyslexia and Related Disorders

Students enrolling in public schools in this state shall be tested for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education.

- In accordance with the program approved by the State Board of Education, the board of trustee of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- The State Board of Education shall adopt any rules and standards necessary to administer this section.

In this section:

“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” includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995.

**Texas Administrative Code §74.28
(State Board of Education Rule)**

§74.28. Students with Dyslexia and Related Disorders.

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. These procedures will be monitored by the Texas Education Agency (TEA) with on-site visits conducted as appropriate.

- A. A school district's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, and techniques for treating, dyslexia and related disorders. The strategies and techniques are described in "Procedures concerning Dyslexia and Related Disorders," a set of flexible guidelines for local districts that may be modified by SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state. Screening should only be done by individuals/professionals who are trained to assess students for dyslexia and related disorders.
- B. A school district shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders, as long as the program is characterized by the descriptors found in "Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies which utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Procedures Concerning Dyslexia and Related Disorders" and in the professional development activities specified by each district and/or campus planning and decision-making committee.
- C. Before an identification or assessment procedure is used selectively with an individual student, the school district must notify the student's parent or guardian or another person standing parental relation to the student.
- D. Parents/guardians of students eligible under the Rehabilitation Act of 1973, §504, must be informed of all services and options available to the student under that federal statute.
- E. Each school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders. The school district may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- F. Because early intervention is critical, a program for early identification, intervention, and support for students with dyslexia and related disorders must be available in each district as outlined in the "Procedures Concerning Dyslexia and Related Disorder."
- G. Each school district shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching students with dyslexia; and awareness of information on modifications, especially modifications allowed on standardized testing.

Source: The provisions of this §74.28 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 2001, 25 TexReg 7691; amended to be effective August 8, 2006. 31 TexReg 6212.

FISD Board Policy EHB Legal

DYSLEXIA AND RELATED DISORDERS: The Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education's Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.

IDENTIFICATION AND TESTING: Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. Before an identification or assessment procedure is used selectively with an individual student, the District shall notify the student's parent or guardian or another person standing in parental relation to the student. A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the Dyslexia Handbook.

TREATMENT: Each school shall provide each identified student access at his or her campus to instructional programs required listed below and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus.

READING PROGRAM: The District shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the Dyslexia Handbook.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, and phonetic methods and a variety of writing and spelling components described in the Dyslexia Handbook. The professional development activities specified by the District- and/or campus level committees shall include these instructional strategies.

REASSESSMENT: Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until the District reevaluates the information obtained from previous testing of the student.

NOTICE TO PARENTS: The District shall inform parents and guardians of students eligible under Section 504 [see FB] of all services and options available to the student under the statute. The District shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching students with dyslexia; and awareness of information on modifications, especially modifications allowed on standardized testing.

Education Code §38.003; 19 TAC §74.28

District Responsibilities

In keeping with the guidelines required in the *Texas Dyslexia Handbook: Revised 2018*, districts have the following responsibilities in serving the needs of students with dyslexia.

Provide information and training

- Staff development
- Parent education

Select teachers and curriculum materials

- Number of teachers needed (elementary, middle, high school)
- Review of teacher certifications and training
- Review of curriculum materials and teaching programs in district

Develop (or obtain) forms for Data gathering

- Parent/teacher observations
- Recommend for assessment
- Others (e.g. 504, testing, accommodations, monitoring, etc.)

Set-up process (and establish responsibility) for:

- Referral
- Assessment
- Evaluation
- Identification (committee decision)
- Intervention/instructional options
- Progress monitoring

Determine exit criteria

Establish support system for exited students

In addition to these responsibilities, the District Dyslexia Coordinator will develop written guidelines for the implementation of state rules related to the evaluation and instruction of students with dyslexia and related disorders. Campus Dyslexia Specialists will meet regularly to review the district guidelines to ensure that information related to policies and procedures is disseminated on their campuses.

At each FISD campus, the Campus 504 Committee, including the Campus Dyslexia Specialist, will follow all processes and procedures in accordance with appropriate Administrative Regulations, Board Policy, and district practices. If a student is identified as served through Special Education, the ARD committee, with input from a person knowledgeable of the identification and instruction of persons with dyslexia, will be the decision-making committee in accordance with all Special Education processes, policies, and procedures.

The members of the ARD or 504 Committee will consist of different professional personnel depending on the student referred and the type of concern noted. In addition to a campus administrator, the committee will include teachers with direct knowledge of the student and the noted concerns, teachers of the program(s) into which the student may be referred and placed for services, the parent(s)/guardian(s) of the referred student, and any other persons with relevant and appropriate input.

The *Texas Dyslexia Handbook: Revised 2018*, outlines the process for making a determination for an educational identification of dyslexia. The Fredericksburg ISD process for identifying students who may need support for dyslexia and related disorders follows these guidelines and procedures which are specified in the next section.

Identification Categories for Students with Dyslexia

While there are no automatic qualifying conditions for Special Education or Section 504 or protection, an identification of dyslexia may mean that a student is eligible under Section 504 or Special Education.

An identification of dyslexia is NOT an automatic qualification for Special Education or 504 services.

There are two categories of dyslexia identification. It is the responsibility of the Campus to make an appropriate identification or referral.

- Dyslexia and 504 eligible
- Dyslexia and Special Education eligible (NOTE: Eligibility for Special Education services is an ARD Committee decision and a 504 Committee may REFER a student for consideration of Special Education, following all FISD processes and procedures regarding a Special Education referral.)

FISD Evaluation and Identification Process

In FISD, students may be referred for a dyslexia evaluation at any time during the year. The campus Dyslexia Specialist will begin the data gathering process outlined in the *Texas Dyslexia Handbook, Revised 2018*. All information related to the student, such as vision and hearing screenings, report cards, work samples, K-2 reading assessment data, state assessment scores and language proficiency data will be considered. If formal assessment is needed, evaluations are processed through the special education department following established guidelines under IDEA. Special Education Evaluation staff will follow all procedures to notify parents of the recommendation to assess, inform parents of their procedural rights, and obtain permission for formal assessment.

If a referral is made by the ARD committee, special education processes, procedures, and policies will be followed. If a student has an IEP (Individualized Educational Plan), a Special Education Evaluation specialist will conduct the dyslexia assessment and the ARD committee will make the identification decision according to the criteria specified in the *Texas Dyslexia Handbook, Revised 2018* and recorded on the district qualification criteria form.

If a student enrolls in FISD from another district or school with an identification of dyslexia, the Campus 504 or ARD Committee will convene to review and continue existing services, to the extent possible, while additional data is collected to determine appropriate, individualized accommodations and services. All Fredericksburg ISD ARD or 504 processes and procedures must be followed. Prior to the ARD or 504 Committee meeting, the Campus Dyslexia Specialist will review all documentation to determine if additional evaluation is needed to consider placement in the FISD Dyslexia Program. If additional assessment is required, the Campus Dyslexia Specialist will notify the Campus 504 Coordinator or Special Education Evaluation Specialist so that consent for assessment can be obtained. The additional assessments will be administered upon receipt of consent for assessment from the parent/guardian. The existing data, along with the new assessment information, will be used by the Campus 504 or ARD Committee to determine appropriate placement based upon student need.

If a parent brings to Fredericksburg ISD outside testing that identifies a student with dyslexia, the Campus 504 Committee will convene to determine whether an educational identification of dyslexia is appropriate and what services, if any, are needed for the student to be successful. All Fredericksburg ISD 504 processes and procedures must be followed. Prior to the 504 committee meeting, the Campus Dyslexia Specialist will review all documentation to determine if additional evaluation is needed to consider placement into the FISD Dyslexia Program. If additional assessment is required, the Campus Dyslexia Specialist will notify the

Campus 504 Coordinator and the 504 committee will convene to discuss recommended testing. If formal testing is required, the 504 committee will complete a referral for a Special Education Evaluation. The Special Education Evaluation Specialist will meet with the parent to obtain consent for assessment. The existing data, along with the new assessment information, will be used by the Campus 504/ARD Committee to determine appropriate placement based upon student need.

If a parent of a home or private schooled student requests testing for dyslexia, the home campus must be contacted. The campus support team/Rtl must consider the requested evaluation. The Campus Dyslexia Specialist will request the student's current academic record and attendance information. Additional information related to the student's early childhood development and health history will be requested using the Parent Input for Dyslexia form. When all information is gathered, the referral is sent to the special education office, logged, and forwarded to the appropriate special education evaluation specialist. The Evaluation Specialist will assess after obtaining parental consent. After the assessment is completed, the Campus ARD and/or 504 Committee will meet to determine eligibility and recommend appropriate placement and services, based upon student needs. These services will be provided when the student is enrolled in FISD.

Referrals for dyslexia evaluation will be made through the campus Rtl Committee. Parents have the right to request a referral for dyslexia evaluation by contacting the Campus 504 Coordinator or Campus Counselor and submitting the request in writing.

Services Provided and Monitoring of Students

Whether a student is identified with dyslexia or related disorders and placed into the district dyslexia program, or a student is not identified and is referred to the Rtl Team for support, the campus is responsible for developing a plan to support the needs of the student through either the tiered intervention process or through program placement.

Services may be provided as follows:

- If a student is NOT identified as having dyslexia, the student will be referred to the Campus Rtl Team. The team will identify appropriate interventions following FISD Rtl procedures and processes. The team will also monitor student progress to ensure success.
- If a student is determined to have dyslexia AND 504 or Special Education eligible, the 504 or ARD Committee will develop an individualized plan according to FISD processes and procedures. This plan may include any instructional accommodations necessary for success in the classroom. The committee must also consider and document whether the student is eligible for and requires accommodations related to state assessments.

The progress of students in the dyslexia program will be reviewed annually by the Campus Rtl Team or the Campus 504, or ARD Committee, as appropriate to the student's identification. Consideration of all available data shall be given when determining a student's progress toward grade level goals.

Accommodations

The following may be appropriate accommodations for students identified as having dyslexia. It should be noted that the decision-making committee should select those accommodations that meet the needs of the individual student. Additionally, accommodations should be limited to those *necessary* for the student to demonstrate educational progress, such as those deemed appropriate by the teacher or requested by the student.

Textbooks and Curriculum

Books/Reading

- Assign peer reading buddies
- Do not require student to read aloud or allow for practice
- Provide a one-page summary and/or a review of important facts
- Provide CDs or digital textbooks and have student follow the text while listening
- Provide preview questions, study guides or outlines
- Provide summaries of chapters
- Review vocabulary prior to reading
- Talk through the material one-to-one after reading assignments
- Use colored transparency or overlay
- Use marker or highlighting tape to highlight important textbook sections

Curriculum

- Shorten assignments to focus on mastery of critical concepts
- Shorten spelling tests to focus on mastering the most functional words
- Substitute alternatives for written assignments (posters, oral/taped or video presentations, projects, collages, etc.)
- Utilize assistive technology, as appropriate

Classroom Environment

- Provide a computer for written work
- Provide quiet during intense learning times
- Reduce the need for copying
- Seat student close to teacher in order to monitor understanding

Instruction and Assignments

Directions

- Accompany oral directions with visual clues
- Ask student to repeat, check for understanding
- Break complex directions into small steps—arrange in a vertical list format
- Give directions in small steps and with as few words as possible
- Read written directions to student, then model/demonstrate
- Use both oral and written directions

Writing

- Allow student to dictate answer to essay questions, respond orally and use a keyboard when appropriate
- Allow use of erasable pens
- Grade only for content not spelling or handwriting
- Have student focus on a single aspect of a writing assignment (ideas, voice, etc.)
- Provide a “designated note taker,” photocopy another student’s or teacher’s notes
- Provide a print outline for notetaking
- Provide graphic organizers
- Reduce copying tasks and/or written work

Math

- Allow student to use a calculator without penalty
- Break problems into smaller steps
- Present information in small increments and at a slower pace
- Read story problems aloud
- Take time to reteach if student is struggling to understand
- Use grid paper to help correctly line up math problems
- Use visuals and concrete examples

Grading

- Allow student to type responses
- Avoid penalizing for spelling errors, reversals, etc.
- Evaluate oral performances more than written
- Provide opportunity to test orally, when appropriate
- Read test to student or read questions and answer choices

Testing

- Allow student to respond on tape or by dictating responses
- Allow tests to be taken in a room with few distractions
- Go over directions orally
- Permit as much time as needed to complete tests; avoid timed testing
- Provide typed test materials in easy to read font
- Read test materials and allow oral responses
- Separate content from mechanics/conventions grade

Homework

- Accept work dictated by student to a parent/tutor
- Go over homework directions orally
- Limit amount of time to spend on homework, have parents verify time spent on assignments
- Provide textbooks on CD or digital textbooks, when possible
- Reduce reading assignments

Instruction for Students with Dyslexia

Fredericksburg ISD utilizes research- based programs, taught by highly trained specialists to meet the needs of students in the FID Dyslexia Program.

School districts may purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the program is characterized by the descriptors found in *The Dyslexia Handbook, 2018* [19 TAC §74.28(©)].

Descriptors related to instructional components:

Phonemic Awareness – instruction in this area enables students to detect, segment, blend and manipulate sound in spoken language.

Phonics – instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

Language Structure

- **Morphology** – study of meaningful units of language such as prefixes, suffixes, and roots.
- **Semantics** – meaning of language such as vocabulary, analogies, figurative language, multiple meanings, etc.
- **Syntax** – set of principles that dictate the sequence of function of words in a sentence in order to convey meaning. This includes grammar, sentence structure and variation, and the mechanics of language.
- **Pragmatics** (social use of language) – involves a set of rules that dictate communicative behavior in three main areas: reasons for which we communicate; different codes or styles of communication necessary in a particular context, and conversation or discourse.

Linguistic – directed toward proficiency and fluency with the patterns of language.

Process Oriented Strategies – step-by-step in a precise sequence in order to develop a reliable set of procedures for decoding and encoding that lead to word recognition, fluency and comprehension.

Descriptors related to instructional approaches:

Explicit, Direct Instruction

Teachers must directly explain and demonstrate all skills and concepts to students with no assumption of prior skills.

Teachers must present reading and writing skills sequentially and cumulatively. Instruction must follow the logical order of the language, beginning with the easiest and most basic elements and progressing systematically to a more difficult level.

Concepts are reviewed and reinforced providing the student with ample and extended practice

Individualized – instruction with ongoing assessment that meets the specific learning needs of each student.

Meaning-based – instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

Simultaneous Multisensory – teaching should be simultaneously visual, auditory, and kinesthetic/tactile in order to enhance learning and memory.

Fredericksburg ISD believes that students receiving support for dyslexia are best served in small group settings with curriculum that meets all specifications indicated by the state.

In FISD, all Campus Dyslexia Specialists have been trained to utilize a multisensory intervention approach. Dyslexia intervention includes spelling, phonics, and decoding, phonological awareness, listening and verbal expression, reading comprehension, writing and study skills. Students receive instruction in a pull-out arrangement and are grouped with others working at a similar level. This allows the specialists to focus on high-quality instruction that meets the needs of the learners and allows the students to progress at an appropriate pace. Students receive instruction according to the program protocols.

Resources, Book

- *All Kinds of Minds* by Mel Levine, M.D.
- *Basic Facts About dyslexia & Other Reading Problems* by Louisa Cook Moats, Karen E. Dakin
- *Beginning to Read: Thinking and Learning About Print—A Summary* by Marilyn Jager Adams
- *Dyslexia, Fluency, and the Brain* by Maryanne Wolf
- *Dyslexia: Theory and Practice of Instruction, Third Edition* by Diana Brewster Clark, Joanna Kellog Uhry
- *English Isn't Crazy!* By Diana Handbury King
- *Helping Children Overcome L.D.* by Gerome Rosner
- *Homework Without Tears: A Parent's Guide for Motivating Children To Do Homework and To Succeed in School* by Lee Canter, Lee Hausner
- *How Dyslexic Benny Became a Star. A Story of Hope for Dyslexic Children and Their Parents* by Joe Griffith
- *Informed Instruction for Reading Success: Foundations for Teacher Preparation* by The International Dyslexia Association
- *Josh: A Boy With Dyslexia* by Caroline Janover
- *Keeping A Head in School: A Student's Book about Learning Abilities and Learning Disorders* by Mel Levine, M.D.
- *Learning Outside the Lines: Two Ivy League Students with Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution* by Johnathan Mooney, David Cole
- *Multisensory Teaching of Basic Language Skills, 2nd Edition* by Judith R. Birsh (Ed.)
- *My Name is Brain Brian* by Jeanne Betancourt
- *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level* by Sally Shaywitz, M.D.
- *Parenting a Struggling Reader* by Susan L. Hall, Louisa C. Moats
- *Proust and the Squid, The Story and Science of the Reading Brain* by Maryanne Wolf
- *Reading David: A Mother and Son's Journey Through The Labyrinth of Dyslexia* by Lissa Weinstein, Ph.D.
- *Smart Kids with School Problems: Things to Know & Ways to Help* by Pricilla Vail
- *Speech to Print* by Louisa C. Moats
- *The Difficult Child* by Stanley Turecki, M.D., Leslie Tonner
- *The Many Faces of Dyslexia* by Margaret Byrd Rawson
- *The Misunderstood Child: Understanding and Coping with Your Child's Learning Disability* by Larry B. Silver, M.D.
- *The Read Aloud Handbook* by Trelease
- *The Source for Dyslexia and Dysgraphia* by Regina Richards
- *The Tuned-in, Turned-on Book about Learning Problems* by Marnell Hayes
- *The Voice of Evidence in Reading Research* by Peggy McCardle, Vinita Chhabra
- *The Worst Speller in Jr. High* by Caroline Janover, Rosemary Wellner
- *"What's Wrong with Me?" Learning Disabilities at Home and School* by Regina Cicci

Resources, Assistive Technology

- Technology Supports for Struggling Readers
<http://www.region10.org/dyslexia/techplan/>

Resources, Related Links:

- Academic Language Therapy Association (ALTA) <http://www.altaread.org>
- ACT Assessment <http://www.act.org/aap/>
- Council of Educators of Students with Disabilities (CESD) <http://www.504IDEA.org>
- Education Service Center Dyslexia Contacts www.tea.state.tx.us/ESC/index.html
- International Dyslexia Association (IDA) <http://www.interdys.org>
- International Reading Association (IRA) <http://www.reading.org>
- LD Online <http://www.ldonline.com>
- Learning Institute of Child Health and Human Development (NICHD) <http://www.nichd.nih.gov>
- Texas Center for Learning Disabilities <http://www.texasldcenter.org>
- Texas Education Agency (TEA) <http://www.tea.state.tx.us/>
- The College Board <http://www.collegeboard.com>
- The Florida Center for Reading Research <http://www.fcrr.org>
- The National Reading Panel <http://www.nationalreadingpanel.org/>
- Yale Center for Dyslexia and Creativity <http://dyslexia.yale.edu/>