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## *Dyslexia Program Information Brochure*

## *What is Dyslexia?*

Dyslexia is a neurological condition caused by a different wiring of the brain. People with dyslexia struggle to read and spell words correctly. Dyslexia may also impact people differently including difficulties with phonics, reading comprehension, and language skills.

These difficulties have no connection to their overall intelligence. While people with dyslexia are slow readers, they have strengths in other areas.

Dyslexia can't be "cured"- it is lifelong. But with the right supports, including systematic and explicit reading instruction, students can physically rewire the brain and improve reading. Dyslexic individuals can become highly successful students and adults.



## **Common Characteristics Associated with Dyslexia**

### **Difficulties with reading**

### **Difficulties with oral language**

### **Difficulties with spelling**

### **Difficulties with writing**

### **What else might be seen?**

- Tendency to avoid reading (particularly for pleasure)
- Resistance to reading aloud
- Trouble with notetaking
- Deflated self-esteem that can seem to be a lack of motivation

## **How is Dyslexia Identified?**

In CFISD, we follow the Texas Education Agency (TEA) requirement that the Student Intervention Team (SIT) must determine if a student has characteristics of dyslexia. A single pathway is used in making this decision:

### **Screening**

All public-school students are required to be screened for dyslexia while in kindergarten and 1<sup>st</sup> grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders "at appropriate times" (TEC 38.003(a)).

### **Considerations**

- Poor academic performance in one or more areas of reading and spelling that is unexpected for the student's age/grade.
- Average or better understanding of information that is delivered orally or absent of print.

### **Data Gathering**

Data is collected on the student regarding performance in class (grades) and on district and state tests. Additionally, vision and hearing tests are administered to rule out any complications. Adequate instruction and participation and progress with reading interventions is considered. As always, parent observations and input are critical.

The Student Intervention Team will review the data to determine if a Full and Individual Initial Evaluation through Special Education is needed.

### **Formal Assessment**

Parents are notified and permission is acquired before the Full and Individual Initial Evaluation begins.

An educational diagnostician will complete the Full and Individual Initial Evaluation that measure academic skills and cognitive processes related to dyslexia.

## Dyslexia Identification Process

### Recommendations & Notification

The ARD/IEP committee will notify parents and determine if a student:

- Has been identified as having characteristics of dyslexia.
- Needs accommodations to support learning in the classroom.
- Needs accommodations for district and state assessments.

*Accommodations for the classroom and/or district and state assessments are based on individual student need and must be routinely used in the classroom. Accommodations will be documented for effectiveness and may be adjusted as needed.*

*Refer to the TEA ([www.tea.state.tx.us](http://www.tea.state.tx.us)) website for current state testing accommodations.*

### Effective Instruction

Instruction is provided by a certified teacher trained in dyslexia and related disorders. Small class settings that include intensive, systematic, sequential, and multi-sensory instruction.

### Effective Strategies

In addition to explicit and systematic instruction, as addressed above, students are introduced to:

- Self-monitoring strategies
- Memory techniques to remember processes
- Organizing, time management and reviewing information.

## Misconceptions of Dyslexia:

- Dyslexia is not a result of low intelligence. (An **unexpected** gap exists between learning aptitude and achievement.)
- The problem is not behavioral, psychological, motivational, or social.
- People with dyslexia do not “see backward.”

(Source: International Dyslexia Association)

## Resources for Dyslexia:

Texas Education Agency  
1.512.463.9581

<https://tea.texas.gov/academics/dyslexia/>

The Dyslexia Handbook, 2021 Update

<https://tea.texas.gov/academics/dyslexia/>

Learning Ally

<https://learningally.org/>

Bookshare

<https://www.bookshare.org/cms/>

Talking Books

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

Understood– What is Dyslexia

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>

International Dyslexia Association

<https://dyslexiaida.org/>

The Yale Center for Dyslexia & Creativity

<http://dyslexia.yale.edu/>

Texas Dyslexia Helpline

1.800.232.3030

<https://www.region10.org/programs/dyslexia-statewide/overview/>

Texas Regional Education Service Centers

[Education Service Centers](#)  
[ESC Region 4 Dyslexia Department](#)



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Published by CFISD  
2022-2023