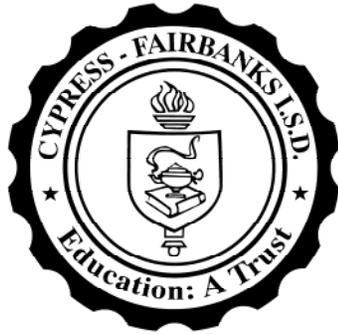


Cypress-Fairbanks I.S.D.



What is Dyslexia?

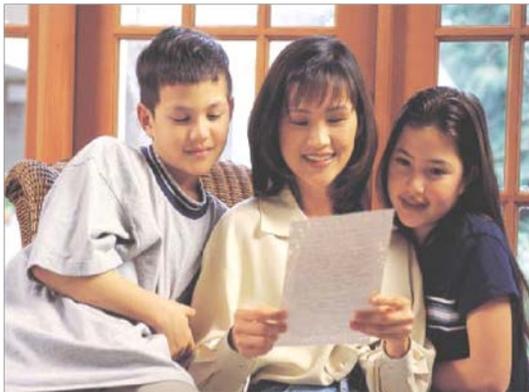
Dyslexia is a language-based disability that is of neurological origin, resulting in difficulties with specific language skills, particularly reading and spelling. Individuals with dyslexia may also experience difficulties in other language skills such as writing, listening, and speaking.

Dyslexia results from differences in the structure and function of the brain. Although dyslexia is life-long, its impact might vary at different stages in a person's life. Timely and appropriate intervention can have a positive effect.

Characteristics of Dyslexia

Listed below are characteristics of dyslexia:

- *Reading Difficulties*
 - Learning sounds of letters
 - Separating words into sounds
 - Slow and inaccurate reading
- *Oral Reading Difficulties*
 - Delayed spoken language
 - Misinterpretation of spoken language
 - Lack of awareness of different sounds in words and rhymes



Program for Students with Dyslexia

How is Dyslexia Diagnosed?

In CFISD, we follow the Texas Education Agency (TEA) requirement that a 504/SIT or ARD/IEP committee must determine if a student has dyslexic characteristics. A two-part model is used in making this determination.

Data Gathering

- Student performance in class
- Student performance on district and state tests
- Results of vision and hearing tests
- Evidence of adequate instruction
- Demonstration of progress from reading interventions
- Characteristics observed by parents

The data is reviewed by the Student Intervention Team (SIT)/504 or ARD/IEP committee to determine if individual assessment by a trained dyslexia specialist is necessary. Parents are then notified and permission is acquired before formal assessment begins.

Formal Assessment

- Local assessments that measure auditory, verbal, written, visual and reading tasks are administered.

Once assessment is complete, the SIT/504 or ARD/IEP committee makes a recommendation.

Parents are notified of the assessment results and an action plan is developed, if needed.

Components of Instruction

The instructional program will be offered in a small class setting and include reading, writing, and spelling as appropriate. Components of instruction are listed below.

Phonemic awareness (hearing sounds) is detecting, segmenting, blending, and manipulating sounds in spoken language.

Graphophonemic knowledge (phonics) is blending sounds associated with letters into words and separating words into sound parts for spelling and writing.

Language structure includes prefixes, suffixes, roots, semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context).

Linguistics includes accuracy and fluency, giving words and sentences meaning.

Additional skills (decoding, encoding, word recognition, fluency, and comprehension) help students become independent readers and writers.

Instructional Strategies

Instructional approaches, as appropriate to meet the needs of the student, include:

- explicit, direct instruction that is systematic, sequential, and cumulative;
- intensive, individualized instruction that maximizes student engagement in a small group setting;
- meaning-based instruction that is directed toward purposeful reading, spelling and writing; and
- multi-sensory instruction that includes sensory pathways during teacher instructions and student practice.

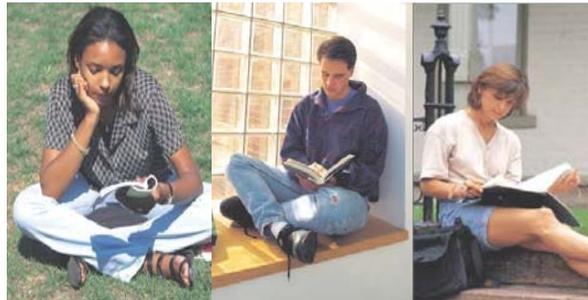
State Assessment Testing Accommodations

The SIT/504 or ARD/IEP committee will decide if a student

- has been identified as having dyslexia and has a need for classroom accommodations;
- routinely uses accommodation(s) in class; and
- needs State Assessment Dyslexia Accommodations.

Students identified with dyslexia can receive classroom and/or state testing accommodations based on their individual needs. These accommodations must be routinely used in the classroom during instruction. The SIT/504 or ARD/IEP committee will determine and document the effectiveness of the accommodations and may adjust as needed.

Refer to the TEA (www.tea.state.tx.us) website for current state testing accommodations.



Misconceptions about 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 Additional Information

International Dyslexia Association
1.410.296.0232
www.interdys.org

International Reading Association
1.800.336.READ
www.reading.org

Texas Education Agency
1.512.463.9581
www.tea.state.tx.us

Cypress-Fairbanks I.S.D.

10300 Jones Road
Houston, Texas 77065

Stefanie Ware, MED
Assistant Director
Elementary Curriculum & Instruction
Phone: 281.517.6568
Email: stefanie.ware@cfisd.net

Diane Garland, MLS
Assistant Director
Curriculum & Instruction
Phone: 281.517.6848
Email: diane.garland@cfisd.net