

LUKE WAITES CENTER FOR
DYSLEXIA AND LEARNING DISORDERS

DYSLEXIA DEFINED

SCOTTISH RITE

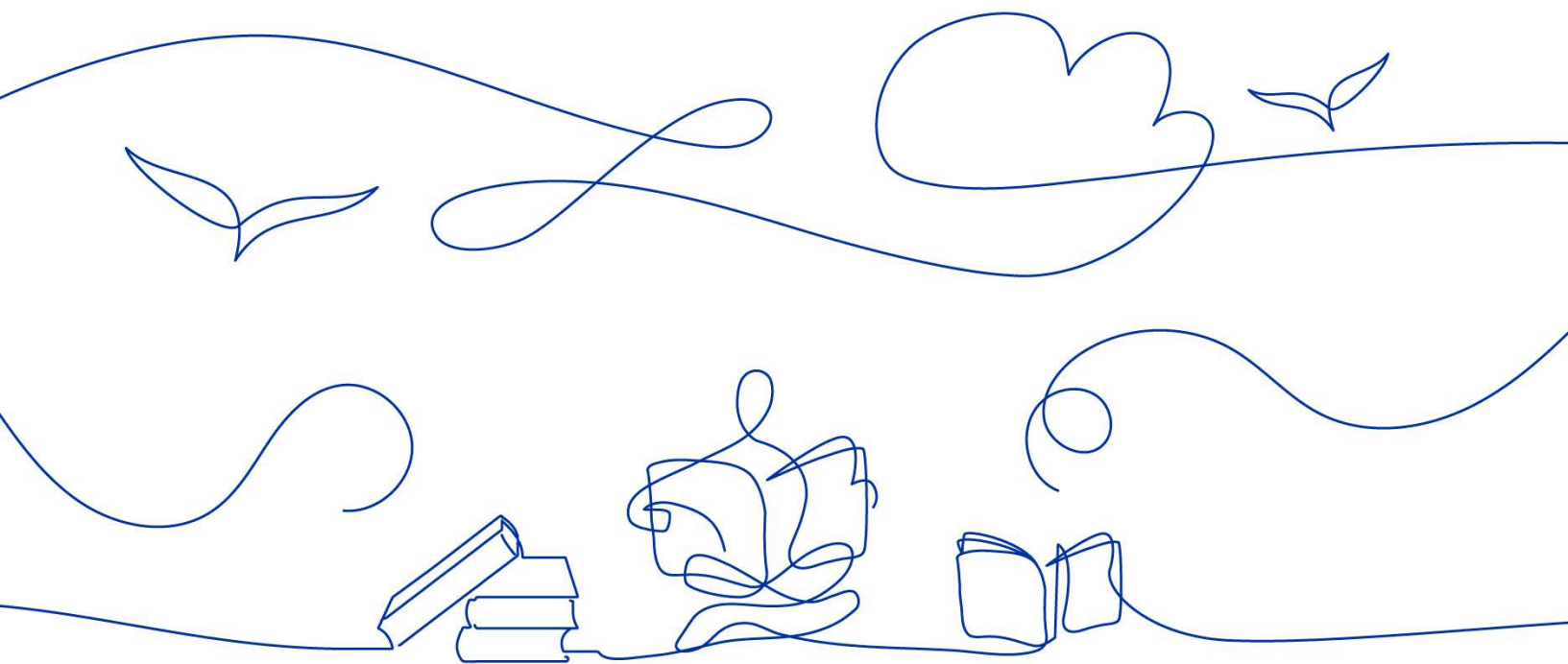


Table of Contents

Frequently Asked Questions About Dyslexia	3
a. What is Dyslexia	
b. Causes of Dyslexia	
Definition of Dyslexia	7
a. International Dyslexia Association	
b. Texas Education Agency	
Breaking Down the Definition	8
a. Characteristics	
b. Cause	
c. Secondary Consequences	
d. Red Flags	
Effective Instruction for Children with Dyslexia	13
a. Texas Education Agency Components of Intervention	
b. Instructional Approaches	
The Texas Dyslexia Law	15
a. District Responsibilities	
Suggestions for the Parents	16
Suggestions for the Classroom Teacher	19
Recommended Reading for the Parents and Teachers of Children with Dyslexia	22
Additional Reading for Parents and Teachers	23
Recommended Reading to and by Children	25
Additional Books to share with Children	27
Resources	28
Education Service Center Dyslexia Contacts	29
Bibliography	30
Glossary	31

Frequently Asked Questions About Dyslexia



What is dyslexia?

- A specific learning disorder that is neurological in origin.
- Characterized by difficulties with decoding skills, word reading, reading fluency, reading accuracy and spelling.
- These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and in spite of the provision of effective classroom instruction.
- Secondary consequences may include problems in reading comprehension, reduced reading experience, impeded growth of vocabulary and background knowledge.

The primary symptoms of dyslexia are:

- Problems learning the letter names and sounds.
- Difficulty in reading single words, such as words on flashcards or in a list.
- Lack of **fluency**.
- Reading slowly with many mistakes.
- Difficulty with learning to spell.

In addition, students may have:

- Difficulty understanding what they read.
- Difficulty writing sentences or paragraphs.

Frequently Asked Questions About Dyslexia

What causes dyslexia?

- A difference in the way the brain works
- The environment is important, but there are strong genetic effects.
- There are deficits in phonological awareness which involves difficulty with:
 - understanding the sound system of our language
 - recognizing individual speech sounds in words
 - learning how letters represent the sounds of speech
 - remembering sounds in the correct order
 - the ability to quickly say letter names, object names and name common words

Dyslexia is not due to:

- a lack of intelligence
- a lack of motivation to learn to read
- a vision problem

Frequently Asked Questions About Dyslexia

Students with Dyslexia

Need explicit, direct instruction that is systematic (structured), sequential and cumulative in the following areas:

- Phonemic awareness – noticing, identifying and manipulating the sounds of spoken language
- Phonics – how letters and letter groups represent the sounds of spoken language
- Sounding out words (decoding)
- Word recognition
- Spelling
- Vocabulary concepts
- Reading comprehension strategies
- Practice in applying the above skills in reading and in writing
- Reading fluency
- Enriched language experiences: listening to, talking about, and telling stories

Frequently Asked Questions About Dyslexia

How does someone with dyslexia learn to read?

- Early identification and treatment are important.
- Scientifically based research guides us in finding the best methods to use.
 - Instruction by a specifically trained person
 - Use of multisensory, structured language program

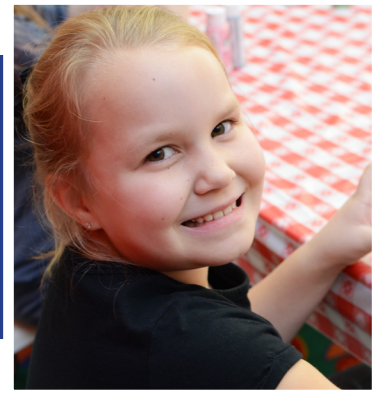
How do we know the rights of an individual with dyslexia?

- Texas has a “Dyslexia Law” and a Dyslexia Handbook (see page 15)

How common is dyslexia?

- Approximately 10% of the school age population has dyslexia.
- 15-20% of the general population has a language-based learning disability.
- 70-80% of the students with specific learning disabilities receiving special education services have deficits in reading.
- Dyslexia is the most common cause of reading, writing and spelling difficulties.

Definition of Dyslexia



The following definition was adopted by the Board of Directors, International Dyslexia Association, November 2002, and is included in the Dyslexia Handbook, Revised 2014 by the Texas Education Agency.

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 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.

Breaking Down the Definition



“Dyslexia is a specific learning disability”

- Dyslexia is one specific type of learning disability.
- Dyslexia is not the same as the term “learning disability” that qualifies a student for special education.
- Dyslexia may exist along with other conditions as attention deficit hyperactivity disorder (ADHD) or an oral language disorder.

“...neurological in origin”

- When a person has dyslexia, their brain works differently.
- These differences have been shown in studies of the brain.

“characterized by difficulties with accurate and/or fluent word recognition and by poor spelling.”

- The student misreads common words.
- The student stumbles over words when reading.
 - A student may read a word correctly once and then misread it another time.
- The student misspells common words and has problems using spelling rules.

Breaking Down the Definition

“...difficulties typically result from a deficit in the phonological component of language...”

- The “phonological component” is the sound system of our language.
- Problems with these skills lead to problems in learning to read.
- Surprisingly, intelligence does not always lead to strong reading skills.
- This explains why a child who does well in other areas can struggle with reading.

Phonological processing abilities include:

- phonemic awareness
- phonological memory
- rapid naming

Breaking Down the Definition

Phonemic Awareness Skills

- Rhyme:
bat, sat, hat, mat, splat
- Alliteration:
Sid slid safely to second.
- Blending:
Putting sounds together: "k" + "a" + "t" = cat
- Segmentation
Pulling sounds apart: cat = "k" + "a" + "t"
- Manipulation
Moving sounds around: Move "s" from the beginning of stop to the end = tops

Phonological memory is remembering the correct order of sounds in words.

Difficulty remembering the correct order of sounds leads to difficulty in reading and spelling long words.

Rapid naming is

- *quickly naming colors, numbers, letters and objects*
- *quickly naming common words*
- *quickly pulling names from memory*

Deficits in rapid naming can impact word reading rate and reading fluency.

Breaking Down the Definition

“...unexpected in relation to other cognitive abilities and the provision of effective classroom instruction”

- The reading problem of the student with dyslexia is not predicted by the child's:
 - age
 - intelligence
 - other abilities in school
- Failure to respond to good classroom instruction can help identify children who need more intensive instruction for dyslexia.

“...secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”

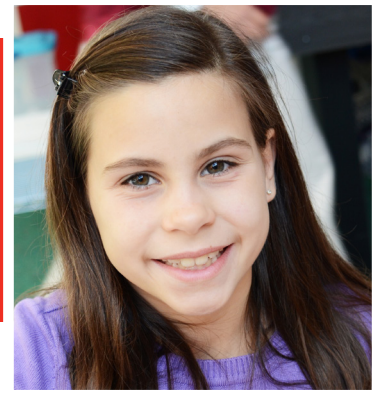
- Recognize that if a child struggles to read, that child will read less.
- A child who reads less does not “practice” and does not progress as quickly as classmates.
- A child who reads less learns fewer vocabulary words and factual information.

Breaking Down the Definition

Red Flags

- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation (decoding)
- Difficulty spelling accurately and phonetically
- Slow, choppy and labored (dysfluent) reading
- Avoids reading aloud
- Avoids reading for pleasure
- Difficulty understanding text because of slow and inaccurate word reading

Effective Instruction for Students with Dyslexia



Current research and the law guide us when choosing the best way to instruct students with dyslexia. Students with dyslexia need systematic, explicit and multisensory instruction in all the major components of literacy development (e.g. phonemic awareness, phonics, word recognition, fluency, vocabulary, comprehension, spelling and writing). The structure of written American English is best presented using a logical system, presented in a specific order with skills that build on those already taught. Effective instruction for the students with dyslexia must teach all aspects of literacy development daily in a small group, or individually.

The Texas Dyslexia Handbook provides the following description:

The instructional program should be offered in a small class setting and include reading, writing and spelling, as appropriate. The major instructional strategies should utilize individualized, intensive and multisensory methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student, include:

- **Phonemic awareness** instruction that enables students to detect, segment, blend and manipulate sounds in spoken language;
- **Graphophonemic knowledge** (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 instruction that encompasses **morphology** (the study of meaningful units of language such as prefixes, suffixes and roots), **semantics** (ways that language conveys meaning), **syntax** (sentence structure) and **pragmatics** (how to use language in a particular context)
- **Linguistic instruction** directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning; and
- **Strategy-oriented instruction** in the strategies students use for decoding, encoding, word recognition, fluency and comprehension that students need to become independent readers.

Effective Instruction for Students with Dyslexia

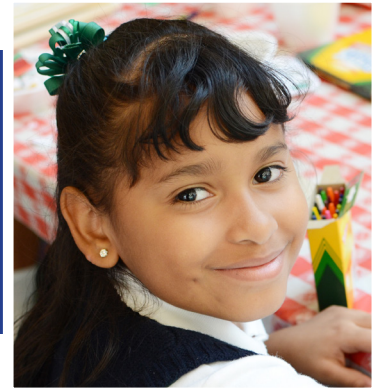
Instructional approaches, as appropriate to meet the instructional needs of the student, include the following:

- **Explicit, direct instruction** that is systematic (structured), sequential and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels and demonstration of progress;
- **Individualized instruction** that meets the specific learning needs of each individual student in a small group setting.
- A **reading curriculum** that matches each student's individual ability level and contains all of the Components of Instruction mandated in 19 TAC §74.28;
- **Intensive**, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction mandated in 19 TAC §74.28 (e.g., homogeneous small- group instruction, 50 minutes per day in individual or small-group instruction in addition to 90 minutes of core instruction [time amounts are examples], weekly progress monitoring to ensure adequate progress and learning, appropriate setting outside the class designated by the school);
- **Meaning-based instruction** that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and
- **Multisensory** instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, and tactile) during teacher presentations and student practice.

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. They may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Source: Texas Education Agency The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders, pages 26-28. Austin, Texas: Texas Education Agency. Copyright © Texas Education Agency. All rights reserved.

The Texas Dyslexia Law



House Bill 157, passed in 1985, states “the State Board of Education shall approve and from time to time review a program under which students enrolled in public schools in this state are tested for dyslexia and related disorders at an appropriate time. In accordance with the program approved by the State Board of Education, the Board of Trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.”

In summary, district requirements include:

- provide early identification, intervention and support
- implement procedures for students with dyslexia and related disorders according to State Board of Education strategies (i.e., Dyslexia Handbook)
- provide training of educators about dyslexia
- provide treatment (instruction) for students with dyslexia
- notify parents in writing before an assessment or identification
- procedure is used with an individual student
- provide student with services of a teacher trained in dyslexia
- provide a parent education program that includes:
 - awareness of characteristics of dyslexia and related disorders
 - information on testing and diagnosis of dyslexia
 - information on effective strategies for teaching students with dyslexia
 - awareness of information on modification of classroom instruction and standardized testing

For a complete list of district requirements, please see The Dyslexia Handbook – Revised 2014, Procedures Concerning Dyslexia and Related Disorders, Appendix B, pages 41-42.

Suggestions for the Parents



Learn more about dyslexia.

- Expand your knowledge by reading selections from the recommended reading list.
- Attend conferences and presentations by professionals in the field.
- Attend seminars that address areas of particular difficulty for your child.
- Join support groups found:
 - within your child's school
 - in your local community
 - within branches of the International Dyslexia Association (<https://dyslexiaida.org/>)

Understand your child's strengths and challenges and help your child understand them.

- Take the mystery out of dyslexia by talking to your child about the learning difficulty and its effect on learning.
- Acknowledge your child's challenges in school and emphasize strengths.
- Identify the specific challenges your child has in school and develop a plan for working with the school to resolve them.
- Understand and support the way your child learns best.
- Acknowledge and support your child's ability to learn despite reading and writing difficulties.

Suggestions for the Parents

Support your child.

- Share reading experiences as a family by listening to books and stories while in the car or reading aloud to your child.
- Provide audio books when your child needs to understand the text, but the reading level is too difficult.
- Explore a variety of learning experiences such as museums, historical sites, community events and other opportunities for learning.
- Provide opportunities for your child to explore, develop and share areas of interest, ability or talent.
- Assist your child with organization of time, study area and materials.
- Praise your child frequently and specifically for good effort as well as for success in a variety of areas, not just schoolwork.
- Assist your child in developing study strategies:
 - Homework completion plan
 - Planning for long-term or complex assignments
 - Break large assignments into smaller steps
 - Incorporate technology

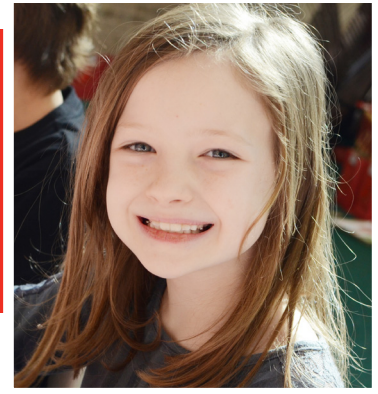
Suggestions for the Parents

Collaborate with educators.

- Develop an understanding of the school's responsibilities to your child.
 - Use the Dyslexia Handbook provided by the Texas Education Agency (TEA).
- Develop a team approach made up of the teacher, your child and you.
 - Focus on the success of your child.
- Request appropriate accommodations that are specific to your child's needs.
- At the beginning of the year, let each teacher know what has worked for your child in the past.
- Praise the teacher for efforts made on the behalf of your child.

*Encourage ways of teaching and learning
that optimize your child's abilities.*

Suggestions for the Classroom Teacher



Accommodations that allow students to efficiently acquire information and demonstrate knowledge.

Accommodations are:

- An appropriate adjustment or strategy to bypass or lessen the effects of dyslexia.
- Not specific instruction.
- A change in the way the classroom teacher
 - presents new information,
 - helps a student master a new skill, and
 - tests a student.

Accommodations are appropriate:

- When frustration is interfering with learning.
- When assignments require students to read to learn although they are not reading on grade level.
- When challenges with reading, writing and spelling become a deterrent to content learning.
- When so much effort must be expended on reading and spelling that reading comprehension and written expression are affected.

Create a positive learning environment that is not limited by reading and writing.

- Give credit for oral class participation in addition to written assignments.
- Ask students to listen to information and report orally on a specific topic.
- Allow oral and/or untimed testing whenever possible.
- Allow recordings of books when available.
- Use multi-sensory activities to further understanding of topics.
- Create private signals for a student to indicate high frustration.
- Assign classroom jobs that will help to increase self-esteem.
- Work with students to create achievable goals.
- Mark correct answers only. With guidance, allow the student to discover why other items are not correct.
- Provides activities that allow the student an opportunity to display his strengths to others.
- Recognize the correct and acceptable parts of the student's work and give credit.

Suggestions for the Classroom Teacher

Allow students to contribute to the class in areas of special talents or interests, such as:

- Building three-dimensional projects
- Group activities
- Demonstrations
- Mechanical projects
- Art projects
- Oral reports

When a student with dyslexia is eligible for accommodations in the classroom through a Section 504 plan, they are individualized to fit the unique needs of the student. Some students require minimal accommodations while others may require more intensive ones. The following accommodations are only a guide, not a checklist of required accommodations.

Reading

- Allow books on tape, CDs or an electronic reader or textbook that a child can listen to as he reads along.
- Create opportunities for oral reading on a one-on-one basis. Ask the child to read aloud only when he or she volunteers or is given advance notice.
- Allow sub-vocalization when reading and writing.
- Encourage students to use specific procedures they have been learning in their dyslexia program.
 - Name each letter before writing it.
 - For spelling: repeat word, spell orally and write.
 - Verbalize procedures for decoding unfamiliar words.
- Provide outlines, summaries of chapter, vocabulary words and preview questions before reading.
- Use shared reading or reading buddies.
- Allow the student to discuss, one-on-one, material after reading with a classroom aide, a partner student or the teacher.

Suggestions for the Classroom Teacher

Spelling

- Reduce the number of words for spelling tests.
- Consider spelling word list with common patterns.
- Do not penalize for spelling errors in written work.

Writing

- For children in primary grades, allow students to dictate work to a parent or aide.
- Provide a word bank for written assignments.
- Allow use of a personal dictionary for editing spelling.
- Accept concrete or graphic projects in substitution for written compositions.
- Since the child may not be able to copy accurately from the board due to challenges with spelling, consider reduced demands.
- Reduce written work.
- Allow student to use a keyboard to take notes.

Testing

- Allow for extra time.
- Provide alternatives to testing, such as projects, oral or video presentations.
- Read directions and test questions as needed to the student.

Homework

- Reduce homework, especially assignments that require reading.
- In primary grades, accept homework dictated by the child and written by the parent.
- Ask parent to read homework and to structure study time.

Technology

- Allow technology that has speech recognition software.
- Allow the use of electronic spell-checkers.
- Allow students to use a computer to complete longer written assignments (after student has learned keyboarding skills).

Recommended Reading for the Parents and Teachers of Children with Dyslexia



Start here:

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level by Sally Shaywitz, M.D.

Explains for parents and educators how recent scientific breakthroughs are used to understand the cause and treatment of dyslexia. Practical advice and specific resources are given for helping primary and secondary school children with dyslexia become better readers. This book will give you the basics on testing, teaching and choosing a school. (www.amazon.com, www.penguinrandomhouse.com)

The Dyslexia Handbook – Revised 2014: Procedures Concerning Dyslexia and Related Disorders Outlines state statute, SBOE guidelines, and federal requirements on identifying and providing instruction to students with dyslexia and related disorders. <https://tea.texas.gov/academics/dyslexia/>

IDA Dyslexia Handbook: What Every Family Should Know

The International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. This handbook not only contains invaluable information like the characteristics of dyslexia, what it is and what it isn't, but also provides information on valid assessments, effective teaching approaches, self-advocacy ideas and a vast array of resources. Further, the handbook contains information that will be useful throughout a child's life, from elementary school through college.

The IDA Handbook provides necessary information regarding:

- definition of dyslexia
- characteristics of dyslexia
- appropriate assessment tools
- evidence-based interventions
- suggestions for managing a dyslexic's educational process

In addition, helpful resources and a glossary of terms are provided to better understand dyslexia and its related disorders. <https://dyslexiaida.org/ida-dyslexia-handbook/>

Additional Reading for Parents and Teachers



Life Success for Students with Learning Disabilities: A Family Guide by Marshall Raskind, Ph.D., Eleanor Higgins, Ph.D., Roberta Goldberg, Ph.D., and Kenneth L. Herman, Ph.D.

This guide is based on over 20 years of research conducted by the Frostig Center in Pasadena, California. The research traced the lives of individuals with learning disabilities in an attempt to identify factors that predicted successful life outcomes.

(www.frostig.org and search Life Success Parent Guide)

Straight Talk About Reading by Susan Hall and Louisa Moats.

Today's parents are increasingly concerned about the reading and spelling skills taught in schools and are taking charge of their children's education. This book provides a resource for parents concerned about children who have difficulty reading. The authors recommend early exposure to reading in order to aid children in their cognitive development and familiarize them with a wide range of vocabulary, the structure of printed words, and story development. Contemporary Books, 1-800-323-4900, ext.147.

Basic Facts about Dyslexia and Other Reading Problems: What Everyone Ought to Know by Louisa Moats and Karen E. Dakin.

This essential resource defines dyslexia and illustrates, with real-life examples, how to recognize dyslexia and other reading problems at various stages of development, from preschool to adulthood. The authors have masterfully selected and distilled the most significant research in the field to create this descriptive and informative resource.

<https://dyslexiaida.org/>

Additional Reading for Parents and Teachers

Educational Care: A System for Understanding and Helping Children with Learning Differences at Home and in School, 2nd Edition by Mel Levine.

This book, written as a resource for parents and teachers, is based on the premise that education should be a system of care that provides for the needs of individual students. The book identifies and describes 26 common behaviors or phenomena that can appear in students at different ages and interfere with learning. Brief case studies illustrate each phenomenon. The phenomena are grouped according to the following 6 themes: weak attention controls, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor adaptation in school. www.amazon.com

No One to Play With: Social Problems of LD and ADD Children – Revised 1996 Edition by Betty Osman.

This is a well-presented, no-nonsense book explaining that a learning disabled child often experiences difficulties with social skills. Ms. Osman refers to these difficulties as “living disabilities” and explains that some children may not acquire social skills on their own. This book outlines how to teach social skills concretely and specifically, similar to instruction in an academic subject. (Academic Therapy Publications) www.amazon.com

Smart Kids with School Problems by Priscilla Vail.

Parents and teachers of gifted students with learning disabilities should be grateful for this definitive work on “conundrum kids”: the superb writer who can’t add, the talented speech maker who can’t write legibly. Chapters on young children provide practical suggestions and ideas for parents trying to decide when the child should start school and teachers trying to cope. The work also covers students up through college and deals with the topics of visual learning, motor functioning, auditory learning, language and learning, and psychological problems. Strategies for dealing with standardized tests and conquering the world of college are also included. An annotated bibliography completes this hallmark work. (Modern Learning Press) www.amazon.com

Recommended Reading to and by Children



How Dyslexic Benny Became A Star: A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith.

A fifth-grader who is frustrated and humiliated because he can't read as well as his classmates becomes a star on the football field, and when he is diagnosed with dyslexia, he finds that he has a whole team of people ready to help. Yorktown Press.

Thank You, Mr. Falker by Patricia Polacco.

Polacco shares her childhood triumph over dyslexia and discovery of reading in an inspiring story. Young readers struggling with learning difficulties will identify with Trisha's situation and find reassurance in her success. (Putnam Publishers)

Charlie's Challenge by Ann Root and Linda Gladden.

"This book is an excellent diagnostic tool for parents and educators to explain the detection, diagnosis, and treatment of dyslexia. I highly recommend this book." Nancy Nussbaum, neuropsychologist Available from: [Amazon.com](https://www.amazon.com)

The Hank Zipzer Series: I Got a "D" in Salami and More by Henry Winkler

Inspired by the true life experiences of Henry Winkler, this award winning series about the world's greatest underachiever is funny, touching, and deals with learning differences in a gentle and humorous manner. (Grosset & Dunlap Publishers)

Recommended Reading to and by Children

The Alphabet War by Diane Burton Robb.

A book about the perceptions and frustrations that children who have dyslexia have about reading and getting the proper help to overcome their difficulties. (Albert Whitman & Company)

I Have Dyslexia. What Does That Mean? by Shelley Ball-Dannenberg and Delaney Dannenberg.

Mother/daughter co-authors describe characteristics of dyslexia through the eyes of an eight-year-old girl, and describe some of the talents often associated with children who have dyslexia. (www.booksurge.com)

If You're So Smart, How Come You Can't Spell Mississippi by Barbara Esham.

Written from a child's point of view about her very intelligent, successful father who cannot spell well and had problems learning to read when he was young. This book can be downloaded free on Kindle. (Mainstream Connections Publishing)

Additional Books to Share with Children



All Kinds of Minds by Mel Levine, M.D.

Young students will easily identify with the characters in this fictitious account of five appealing children who have learning differences. Each student comes to understand his or her mind's strengths and weaknesses, and all learn about getting help from others, helping themselves, and building on their strengths. (Educators Publishing Service)

Guidelines to All Kinds of Minds by Mel Levine, M.D.

Provides teacher, parent, and clinician support for using this book in a variety of settings: small group, whole class, tutorial, counseling, or at home. (Educators Publishing Service)

Keeping a Head in School Grades 4-12

This nonfiction book, aimed primarily at 9 to 15 year olds, helps students struggling with learning differences gain insights into their own problems. *Keeping a Head in School* can be used as an effective shared reading experience for parents and children. Tutors, counselors, and psychotherapists may find it helpful to discuss particular chapters with students. This book is also an excellent reference for students without learning differences as a way to better understand the challenges facing their peers who do struggle in school. It is also a handy reference for secondary-school courses on health, development, learning, or psychology. (www.amazon.com)

Additional Resource for Teachers:

Multisensory Teaching of Basic Language Skills by Judith Birsh.

This guide reveals the benefits of using multisensory instruction in any classroom. After they review 50 years of research and clinical experience with children and adults with learning disabilities, the contributing authors explain how and why multisensory methods work. (<http://www.brookespublishing.com> and search the book title)

RESOURCES

<p>ALTA Academic Language Therapy Association 14070 Proton Rd., Suite 100, LB9 Dallas, TX 75244 (972) 233-9107 x208 Fax: (972) 490-4219 HELPLINE: (866) 283-7133 www.ALTAread.org</p>	<p>Learning Ally 20 Roszel Road Princeton, NJ 08540 (800) 221-4792 www.learningally.org</p>
<p>Department of Pediatrics/University of Texas at Houston Children's Learning Institute 7000 Fannin Suite 2300 Houston, TX 77030 (713) 500-3709 https://www.childrenslearninginstitute.org</p>	<p>Bookshare Benetech 480 South California Avenue Palo Alto, CA 94306 Phone: (650) 352-0198 Fax: (650) 475-1066 www.bookshare.org</p>
<p>International Dyslexia Association 40 York Rd., 4th Floor Baltimore, MD 21204 (410) 296-0232 https://dyslexiaida.org/</p>	<p>Talking Book Program Texas State Library & Archives Commission P.O. Box 12927 Austin, TX 78711-2927 (800) 252-9605; in Austin, (512) 463-5458 Email: tbp.services@tsl.state.tx.us http://www.tsl.state.tx.us/tbp</p>
<p>Learning Disabilities Association of America 4156 Library Rd. Pittsburgh, PA 15234-1349 (412) 341-1515 www.laamerica.org</p>	<p>Texas Education Agency State Dyslexia Coordinator Region 10 Education Service Center 400 East Spring Valley Rd. P.O. Box 831300 Richardson, TX 75083-1300 (800) 232-3030 or (972) 348-1410 Publications TEA 1701 N. Congress Austin, TX 78701-1494 (512) 463-9744 www.region10.org</p>
<p>Learning Disabilities Association of Texas 1011 W. 31st St. Austin, TX 78705 (512) 458-8234 (800) 604-7500 www.ldatx.org</p>	<p>Texas Scottish Rite Hospital for Children Luke Waites Center for Dyslexia and Learning Disorders 2222 Welborn Street Dallas, TX 75219 (214) 559-7815 www.scottishritehospital.org</p>

Education Service Center Dyslexia Contacts

For more information about dyslexia services, contact your regional Education Service Center. When you phone, ask for the dyslexia contact for your region.

<p>Region I 1900 W. Schunior Edinburg, TX 78549 (956) 984-6000 <i>www.esc1.net</i></p>	<p>Region II 209 N. Water Street Corpus Christi, TX 78401- 2599 (361) 561-8400 <i>www.esc2.net</i></p>	<p>Region III 1905 Leary Lane Victoria, TX 77901-2899 (361) 573-0731 <i>www.esc3.net</i></p>
<p>Region IV 7145 W. Tidwell Houston, TX 77092-2096 (713) 462-7708 <i>www.theansweris4.net</i></p>	<p>Region V 2295 Delaware Street Beau- mont, TX 77703-4299 (409) 838-5555 <i>www.esc5.net</i></p>	<p>Region VI 3332 Montgomery Road Huntsville, TX 77340-6499 (936) 435-8400 <i>www.esc6.net</i></p>
<p>Region VII 1909 N. Longview St. Kilgore, TX 75663-6827 (903) 988-6700 <i>www.esc7.net</i></p>	<p>Region VIII P.O. Box 1894 Mt. Pleasant, TX 75456-1894 (903) 572-8551 <i>www.esc8.net</i></p>	<p>Region IX 301 Loop 11 Wichita Falls, TX 76309-3706 (940) 322-6928 <i>www.esc9.net</i></p>
<p>Region X 400 E. Spring Valley Rd. Richardson, TX 75083-1300 (972) 348-1700 <i>www.region10.org</i></p>	<p>Region XI 3001 North Freeway Fort Worth, TX 76106 (817) 740-3600 <i>www.esc11.net</i></p>	<p>Region XII P.O. Box 23409 Waco, TX 76702-3409 (254) 666-0707 <i>www.esc12.net</i></p>
<p>Region XIII 5701 Springdale Road Austin, TX 78723-3675 (512) 919-5313 <i>www.esc13.net</i></p>	<p>Region XIV 1850 State Hwy 351 Abilene, TX 79601-4750 (325) 675-8600 <i>www.esc14.net</i></p>	<p>Region XV P.O. Box 5199 San Angelo, TX 76902-5199 (325) 658-6571 <i>www.netxv.net</i></p>
<p>Region XVI 5800 Bell St. P.O. Box 30600 Amarillo, TX 79109 (806) 376-5521 <i>www.esc16.net</i></p>	<p>Region XVII 1111 W. Loop 289 Lubbock, TX 79416-5029 (806) 792-4000 <i>www.esc17.net</i></p>	<p>Region XVIII P.O. Box 60580 Midland, TX 79711-0580 (432) 563-2380 <i>www.esc18.net</i></p>
<p>Region XIX P.O. Box 971127 El Paso, TX 79997-1127 (915) 780-1919 <i>www.esc19.net</i></p>	<p>Region XX 1314 Hines Avenue San Antonio, TX 78208-1899 (210) 370-5200 <i>www.esc20.net</i></p>	

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Glossary

Accommodations – changes or adjustments in the learning environment, materials, delivery method, or number of answers. Accommodations/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS) student expectations.

Alphabetic Principle – the concept that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

Assessment – Use of the child’s educational history, proven methods and tools of psycho- educational evaluation to clarify and confirm teacher and parent concerns. Together, this information is interpreted to make appropriate diagnoses and recommendations. Recommendations include research based intervention and accommodations for problems associated with the child’s academic learning disorder and associated medical conditions.

Explicit, Direct Instruction – instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

Fluency – the ability to read with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.

Graphophonemic Knowledge – an understanding 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.

Individualized Instruction – instruction that meets the specific learning needs of an individual student. Materials and methods are matched to each student’s individual ability level.

Intervention – a change in the intensity and/or the manner of instruction in the area of learning difficulty to improve performance and achieve adequate progress.

Linguistic Instruction – instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning.

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

Morphology – the study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

Multisensory Instruction – instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.

Glossary

Phonemic awareness – awareness of the smallest units of sounds in words. Includes the ability to isolate and manipulate individual sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

Phonics – instructional practices that emphasize how spelling is related to speech sounds in systematic ways; explicit instruction in letter-sound correspondences.

Phonological Awareness – both the knowledge of and the sensitivity to the sound or phonological structure of words. Phonological awareness involves the ability to notice, think about, and manipulate sound segments, such as syllables, in words. It includes the skills of rhyming; segmenting syllables; isolating beginning, middle and final sounds; segmenting, adding, deleting, and substituting sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

Pragmatics – the set of rules that dictates behavior for communicative intentions in a particular context and the rules of conversation or discourse (Birsh).

Rapid Naming – a speed naming task, most often administered to pre-readers, in which the individual is asked to name quickly a series of printed letters, number, or blocks of color repeated over and over in random order (Birsh).

Semantics – the meaning of words and the relationships among words as they are used to represent knowledge of the world (Birsh).

Strategy-Oriented Instruction – thoughtfully ordered step-by-step instruction in the processes that students need to become independent readers, including methods for decoding, encoding, word recognition, fluency, and comprehension.

Syntax – the system by which words may be ordered in phrases and sentences; sentence structure; grammar (Birsh).

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