

Dyslexia and Related Disorders: Information for Parents

Characteristics of Dyslexia and Related Disorders:

What is Dyslexia?

Dyslexia is a brain-based learning disability that makes learning to read, write, or spell difficult.

Primary characteristics include difficulties with:

- ◆ Learning the sounds letters make
- ◆ Reading words in isolation or reading unknown words
- ◆ Reading smoothly with enough speed and accuracy to comprehend
- ◆ Spelling

What is Dysgraphia?

Dysgraphia is a related disorder of dyslexia and is a written language disability that involves both motor and language skills such as the finding, retrieving, and producing of letters.

Primary characteristics include difficulties with:

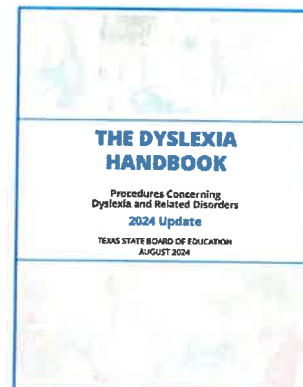
- ◆ Forming letters correctly
- ◆ Excessive erasures and cross-outs
- ◆ Poor spacing between letters and words
- ◆ Letter and number reversals beyond grade 2
- ◆ Awkward, inconsistent pencil grip
- ◆ Heavy pressure and hand fatigue
- ◆ Copy words correctly
- ◆ Completing writing assignments

The Texas State Board of Education (SBOE) requires, through their rule at [19 Texas Administrative Code \(TAC\) §74.28\(f\)](#), that each school district and open-enrollment charter school provide certain information about dyslexia and related disorders to parents of students enrolled in the district or school.



19 TAC §74.28, along with the SBOE's Dyslexia Handbook referenced in subsection (c) of that rule and which is also available at tea.texas.gov/dyslexia, describes common characteristics of dyslexia and related disorders, the evaluation and identification process when dyslexia or a related disorder is suspected, and the instructional requirements for an identified student. If you have any problems accessing the electronic version of the Dyslexia Handbook, or if you wish to receive a hard copy, contact your child's school.

[View the Dyslexia Handbook](#)



To find out more information about the qualifications and contact information for the professionals who provide dyslexia instruction to identified students in your district or open-enrollment charter school:

Contact Information:

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Components of Delivery	Simultaneous, multisensory, visual, auditory, kinesthetic, tactile (VAKT)	Delivery of instruction includes all learning pathways to the brain
	Systematic and cumulative	Instruction involves the introduction of skills from easiest to most difficult
	Explicit instruction	Lessons are teacher led, and students are provided step-by-step instruction with immediate corrective feedback
	Diagnostic teaching to automaticity	Skills can be performed quickly and efficiently
	Synthetic instruction	Blending individual sounds to read a word
	Analytic instruction	Reading a word and breaking it down into its individual sounds



Instructional Accommodations and Modifications:

Instructional accommodations and modifications are educational strategies that help students with disabilities learn independently by tailoring them to fit the students' specific needs. For students who qualify for special education and related services, accommodations and/or modifications are included in the student's individualized education program or (IEP). An IEP is the written document that is completed by the ARD committee for a student receiving special education services in Texas.



Accommodations:

Accommodations are intended to reduce or even eliminate the effects of student's disability on academic tasks but do not change learning expectations.

The objectives of the course or activity remain the same. Accommodations change how the student learns or demonstrates knowledge.

Accommodations are not one size fits all; rather, the impact of dyslexia or a related disorder on each individual student determines the necessary accommodations.

For additional information on accommodations for dyslexia and dysgraphia see pages 51 and 66 in The Dyslexia Handbook.



Modifications:

Modifications change what the student is expected to master. Modifications typically reduce the requirements

for Texas Essential Knowledge and Skills (TEKS) which are the state standards for what students should know and be able to do. With modifications, students access grade level curriculum through prerequisite skills. The decision to modify is a significant one; however, some students will require modifications. Decisions to modify should be data driven and individualized for the student.

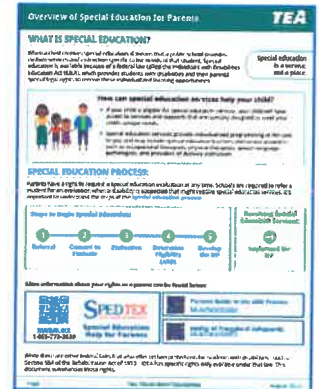


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Evaluation and identification of dyslexia and related disorders and the steps in the special education process:

Dyslexia and dysgraphia are considered specific learning disabilities (SLDs) under the Individuals with Disabilities Education Act (IDEA), which is the federal law that describes the requirements of special education. Special education is available because of IDEA, and the law provides students with disabilities and their parents special legal rights to receive individualized learning opportunities. It's important to understand the steps of the special education process. Please review the [Overview of Special Education for Parents](#) form developed by TEA for more information. When dyslexia or a related disorder is suspected that may require the provision of special education and related services, both IDEA and the Dyslexia Handbook outline the requirements for individual evaluations and the identification process.



This form and other valuable resources that explain IDEA eligible disabilities, parent rights, the special education process and more can be found on the [SPEDTex](#) website.

Effective instructional strategies for teaching students with dyslexia and related disorders:

Evidence-based dyslexia programs specifically studied to be used for students with dyslexia are considered specially designed instruction (SDI). SDI is the instruction required for the provision of special education and related services under the IDEA and is determined by an admission, review, and dismissal (ARD) committee. Evidence-based dyslexia programs are required to be delivered as the publisher intended unless a student's data indicates that changes are necessary. These programs must address certain components of instruction and delivery.

More information can be found on pages 39-41 of The Dyslexia Handbook.



Components of Instruction

PHONOLOGICAL AWARENESS

Recognize and manipulate sounds in words

SYLLABICATION

Breaking words into parts

SOUND-SYMBOL ASSOCIATION

Sounds letters make

ORTHOGRAPHY

Knowing how to spell words

MORPHOLOGY

Prefixes, roots, suffixes

READING COMPREHENSION

Understanding what you read

SYNTAX

Knowledge of how words are arranged in meaningful sentences

READING FLUENCY

Reading connected text with ease



DISTRICT DYSLEXIA CONTACTS

Maricela O Garcia, Executive Director of Special Services
Monique P Villarreal, Director for 504/Dyslexia
Jessica Zamora-Ramirez, Dyslexia Strategist

Rio Grande City Grulla ISD - Special Services Department
Dyslexia Program
1 S. Fort Ringgold
Rio Grande City, TX 78582
956-370-4587

CAMPUS DYSLEXIA CONTACTS

ELEMENTARY SCHOOLS

Alberto & Celia Barrera Elem – Ana Ramirez 956-370-4214
Alto Bonito Elementary – Imelda Garza 956-370-4238
Dr. Mario E Ramirez Elementary – Imelda Garza 956-370-4413
Gen Ricardo Sanchez Elementary – Ana Ramirez 956-370-4786
Grulla Elementary – Lydia Astorga 956-370-4260
John & Olive Hinojosa Elementary – Juan Silva 956-487-3710
La Union Elementary – Christina Rodriguez 956-370-4384
Ringgold Elem/Ac2E Elem – Julissa Salinas 956-370-4430
Roque Guerra Jr Elementary – Criselda Gonzalez 956-370-4773

MIDDLE SCHOOLS

Grulla Middle School – Maria Zarate 956-370-4335
Ringgold Middle School – Nereyda Garcia 956-370-4462
Veterans Middle School – Sonia Trevino 956-370-4254

HIGH SCHOOLS

Grulla High School – Claudia Canales 956-370-4294
Prep for Early College HS – Minerva Guerra 956-370-4254
Rio Grande City High School – Melissa McGuffin 956-488-6000