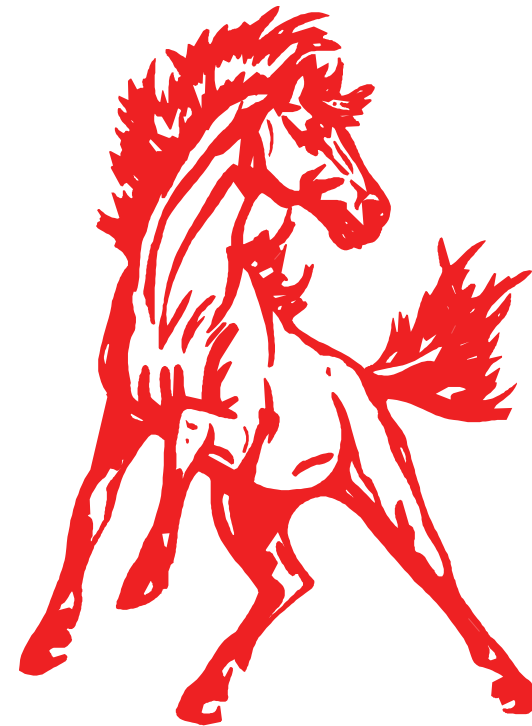


Sweetwater

Independent School District



Updated 01/17/2012

Parent Guide to Dyslexia

Philosophy

It has always been the intent of the Sweetwater Independent School District to provide for every student educational opportunities commensurate with his/her needs and abilities. To this end, the district recognizes the need of the dyslexic students for programs, which address their specific learning abilities. Subsequently, it shall be the purpose of this district to help these students deal with the challenge of education.

Sweetwater Dyslexia Handbook 2007/2008



The drawings above and on the Table of Contents were created by a fifth grade identified as a Dyslexic student.

Dyslexia Personnel

Supervisor of Dyslexia..... Kathy Smartt-Assistant Superintendent

Southeast-235-9222 (Grades: K-1)

Principal Peggy Elliott

Eastridge-235-5282 (Grades: 2-3)

Principal Vicki Mayberry

Counselor Marina Nemir

Teacher..... Cinda Huffman

Sweetwater Intermediate-235-3491 (Grades: 4-5)

Principal Heather Moore

Counselor Melissa Howard

Teacher..... Rajeania Pittman

Sweetwater Middle School-236-6303 (Grades 6-8)

Principals..... Jeff Withrow, Danette Price

Counselor Ruth Ann Campbell

Teacher..... Cinda Huffman

Sweetwater High School-235-4371 (Grades 9-12)

Principals..... Stacy Jones, Roddy Alexander

Counselors..... Tamara Alexander, Anita Withrow

Teacher..... Candy Mercer

Recommended Books on Dyslexia

Thank you, Mr. Faulkner by Patricia Polacco

All Kinds of Minds by Melvine Levine

A Student's Book About Learning Abilities and Learning Disorders by Melvin Levine

About Dyslexia: Unraveling the Myth by Pricilla Vail

Words Fail Me By Patricia Vail

The Gifts of Dyslexia: Why Some of the Smartest People Can't Read and How they

Learn by Ronald Davis

Overcoming Dyslexia: A new and Complete Science—Based Program for Reading

Problems at Any Level by Sally Shaywitz

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Campus Programs

George Washington-1st President
Keanu Reeves-Actor
Cher-Entertainer
Walt Disney-Dreamer
Thomas Edison-Inventor
General George Patton-Military
Nelson Rockefeller-Finance
Pablo Picasso-Artist
Hans Christian Anderson-Writer
Lewis Carroll-Writer
Henry Ford-Inventor
Alexander Graham Bell-Inventor

Charles Schwab-Finance
Steven Spielberg-Director
Patricia Polacco-Writer
Jay Leno-Entertainer
Robin Williams-Actor
Lindsay Wagner-Actress
Orlando Bloom-Actor
Nolan Ryan-Baseball Player
Agatha Christie-Writer
Ann Bancroft-Explorer
Thomas Jefferson-3rd President
Author of Declaration of Independence

Where would our world be without these people, and hundreds of more?
What do all of these people have in common?
Talent, Knowledge, Dreams and **DYSLEXIA!!**

Sweetwater Schools recognize that the local citizens and students can be dyslexic as well. We are prepared to assist our population to help them achieve their Dreams!

*All students can learn to read.
Not all students can learn the same way or at the same rate.
We must teach the way our students learn.*

East Ridge Elementary Schools

A program using S.P.I.R.E. is used to meet the needs of students identified with dyslexic tendencies. Based on Orton-Gillingham methodologies, S.P.I.R.E. is a comprehensive, multisensory, systematic reading and language arts program designed for struggling readers and students with learning differences. Additional materials may be added to the lessons for reinforcement of skills.

Students may also be evaluated for assistance in the Bridges Lab. Progress monitoring will include STAAR and Benchmark scores. TPRI reports, STAR reports, and classroom grades, as well as observations from classroom teachers may also be used.

Sweetwater Intermediate School

A variety of programs is offered that is tailored especially to meet the needs of students identified with dyslexic tendencies. These programs include the Scottish Rite Alpha Phonics Program, the S.P.I.R.E. and a Bridges Lab. Alpha Phonics and S.P.I.R.E are sequential and phonetically based, while the Bridges Lab utilizes sensory integration activities as well as an auditory processing component. These programs incorporate multi-sensory methods to address the strengths and needs of the student. Progress monitoring will include TAKS/STARR scores, STAR reports, as well as classroom grades and observations from the teachers.

Sweetwater Middle School

Programs by Neuhaus Education Center are used to meet the needs of students identified as dyslexic. Basic Language Skills is a systematic, sequential, intensive comprehensive literacy curriculum for use with students identified with special needs in learning to read and spell. Multisensory Reading and Spelling is used to teach the structure of language directly in a multi-sensory way and is designed for students who are reading inefficiently, who have weak word attack skills, and have difficulty with spelling and written language. Additional materials may be added to lessons. Progress monitoring may include STAAR and Benchmark scores, as well as classroom grades and observations from teachers.

Sweetwater High School

A Multi-sensory Tutorial class period will be offered for students identified as dyslexic. They will spend their tutorial period with the dyslexia teacher for progress monitoring as well as assistance in any subject area in need. Re-teaching will be adjusted to meet the needs of the individual student. Progress monitoring will include TAKS/STARR scores, STAR reports, as well as classroom grades and observations from the teachers.

Effective Teaching Strategies

“Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language—the sounds and the letters, which represent them—and how to put them these together and take them apart. They have to have a lot of practice in having their writing hands, eyes, ears, and voices working together for the conscious organization and retention of their learning.”

Margaret Byrd Rawson-Former President-International Dyslexia Association

In short we must teach our students how to think slowly, carefully, systematically and out loud.

Classroom Strategies

These students will usually respond well to a multi-sensory teaching method. This means that the student needs to hear the lesson, see the lesson and experience the lesson being presented to them. Dyslexic students also need constant repetitions in order to fully connect with concepts. Time and patience are the two most important tools a teacher and a parent need to help a dyslexic student learn.

Standardized Test Modifications

Students receiving dyslexia services through Sweetwater ISD may receive the following modifications on standardized tests.

- Extended Time
- Oral Math administrations on Math sections
- Small group administration of test

STAAR Reading with accommodations

1. Extended Time
2. Questions and answer choices may be read to student

Home Strategies

1. Keep them reading
 - Allow students to check out easy to read library books to read at home.
 - Do a read along—parents read a paragraph or sentence; the student reads a paragraph or sentence.
2. Keep them writing
 - Have the student keep a journal
 - Keep a spelling journal
 - Keep lists of similar words with pictures, for quick reference *step/slept; stop/spot; off/of; want/won't*
3. Keep them talking
 - Build language skills
 - Ask the student to name things around the house and then have them tell you what you might do with them.
 - Discuss and involve your student with your projects
4. Play memory building games
 - Concentration
 - Cards

Definitions

Dyslexia is a language-based disorder that reveals itself when a student begins to read. These students demonstrate normal or above normal abilities in other areas of academics but have difficulty mastering reading. In addition, some students with dyslexia may have difficulty in the areas of spelling, writing and verbal expression.

Bud Turnage, Abilene ISD 2007/2008

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 components 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.

International Dyslexia Association November 12, 2002

Dyslexia is a disorder of constitutional origin (born with) manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.

Texas Education Agency State Handbook 2007

- Difficulty with Phonological Awareness and Phonological Processing
- Difficulty accurately decoding nonsense or unfamiliar words
- Difficulty reading single words in isolation
- Inaccurate and labored oral reading
- Lack of reading fluency
- Good oral comprehension
- Struggle with word selection and rapid naming
- Significant difference between verbal and nonverbal abilities

Sweetwater ISD Dyslexia Handbook 2007

Primary Characteristics of Dyslexia

- Difficulty in reading and writing the letters of the alphabet
- Difficulty with letter/sound relationships
- Difficulty with rhyming words
- Difficulty in decoding single words in isolation
- Difficulty in learning to read
- Confusing small words such as at for to; said for and; does for goes.
- Slow, inaccurate, or labored oral reading (lack of fluency)
- Difficulty with reading comprehension
- Difficulty in learning to spell; or spell the same word in several different ways
- Average intelligence (*Student can recall facts from information given orally.*)

Characteristics that *may* be associated with Dyslexia

- Delay in spoken language
- Transposing spoken words
- Difficulty in finding the “right” word when speaking
- May be late in learning directionality: *right & left; up & down; front & back;* and others
- Problems learning the concept of time; yesterday & tomorrow; days of the week; and months of the year.
- Family History of similar problems

Secondary Characteristics of Dyslexia (These characteristics alone are not dyslexic.)

- Continuing to reverse, transpose or invert letters or words
- Frequently able to decode a word but cannot spell the word
- Writing letters or numbers backwards
- Difficulty with fine motor skills: cutting with scissors; tying shoes, etc.

Related Disorders

Dysgraphia-is the inability to physically write clearly or spell correctly. People with Dysgraphia may reverse letters or transpose letters, struggle with handwriting or have difficulty putting their thoughts down on paper.

Dyscalculia-is the inability to work with numbers or math equations. Often people with Dyscalculia reverse or transpose numbers, have difficulty keeping numbers in correct columns or finding the correct method for solving a problem.

These two disorders are not dyslexia and are not directly addressed in the dyslexia program.

Evaluation and Diagnosing

There is no one single evaluation that can be used for dyslexia. Therefore, Sweetwater ISD gathers information from parents, teachers, TPRI reports, STAR reports, and health providers. Formal recommendations for testing can come from each campus intervention team or the district intervention specialist. Certified personnel may obtain additional information from formal evaluations. This information is compiled and a determination is made as to whether the student demonstrates the *characteristics of dyslexia*. Some students may be evaluated for Irlen Syndrome. If this is found to be a need, colored overlays may be recommended.

Parent or teacher suspicions of Dyslexia?

If a teacher or parent is concerned that a student may display characteristics of dyslexia they should follow these steps:

1. Save samples of work or make a list of errors that may be of concern.
2. Contact the school counselor or dyslexia teacher.
3. All dyslexia referrals will go through the campus intervention team.
4. Testing will be completed.
5. Parents and teachers will be contacted to go over results.