

# Banquete ISD

## Dyslexia Program Awareness

### for

## Educators and Parents

2023



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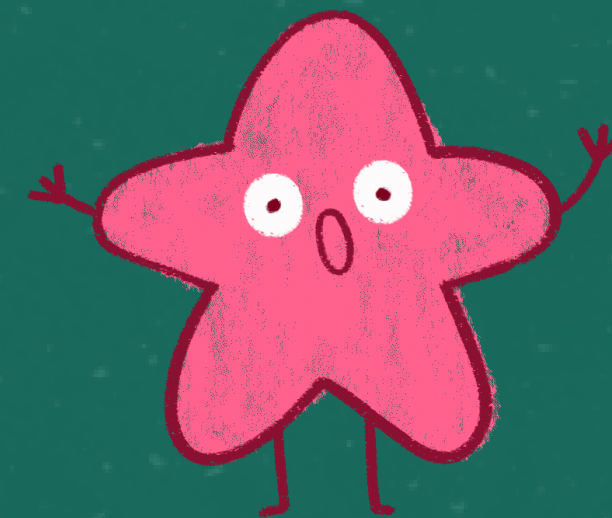
Thank you!



# What is dyslexia?

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurobiological 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.





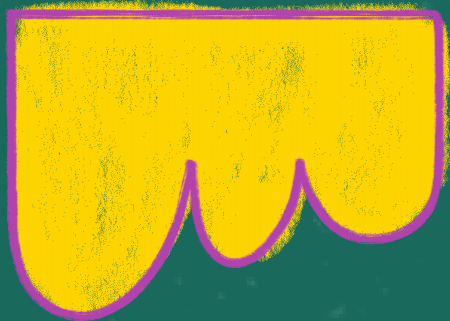
# How do we assess and identify for dyslexia?

According to TEC §38.003(a) all public-school students are required to be screened for dyslexia while in kindergarten and first grade. Additionally, students enrolling in public schools in Texas must be assessed for dyslexia and related disorders “at appropriate times”.



## **Banquete ISD utilizes the following screeners:**

Texas Kindergarten Entry Assessment (TX-KEA) for kindergarten (at the end of the current school year)  
NWEA MAP Reading Fluency Dyslexia Screener for first grade (by January 31st of the current school year)

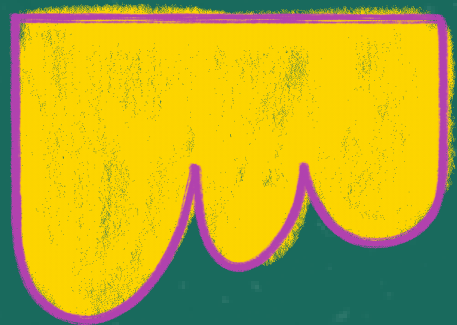




# How do we assess and identify for dyslexia?

A knowledgeable team of persons meets to discuss the data collected, including data obtained during kindergarten and/or first grade screening, and the implications of that data.

If a team suspects that a student has dyslexia, a related disorder, or another disability, the team must refer the student for a full individual initial evaluation (FIIIE) under IDEA and all special education procedures must be followed.

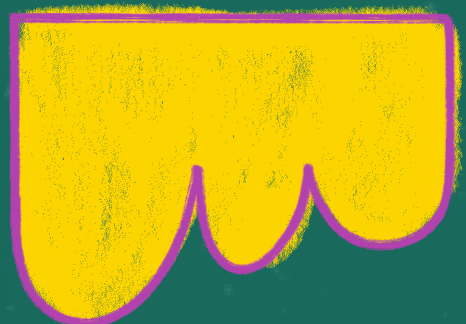




# How do we assess and identify for dyslexia?

Questions for determining dyslexia:

1. Do the data show the following characteristics of dyslexia?
  - Difficulty with accurate and/or fluent word reading
  - Poor spelling skills
  - Poor decoding ability
2. Do these difficulties (typically) result from a deficit in the phonological component of language?
3. Are these difficulties unexpected for the student's age in relation to the student's other cognitive abilities and provision of effective classroom instruction?



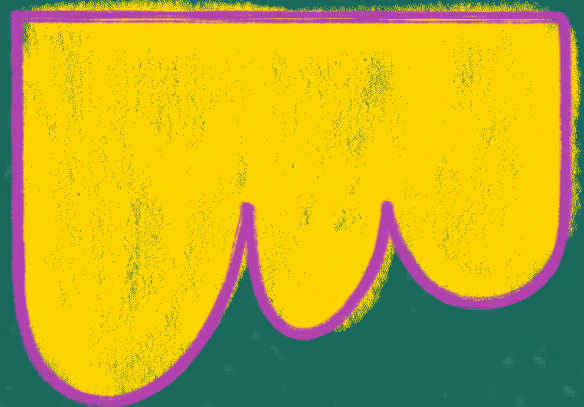


# How do we assess and identify for dyslexia?

Schools must recommend evaluation for dyslexia if the student demonstrates the following:

- Poor performance in one or more areas of reading and spelling that is unexpected for the student's age/grade
- Characteristics and risk factors of dyslexia

When formal evaluation is recommended, the school must complete the evaluation process as outlined in IDEA. Procedural safeguards under IDEA must be followed.



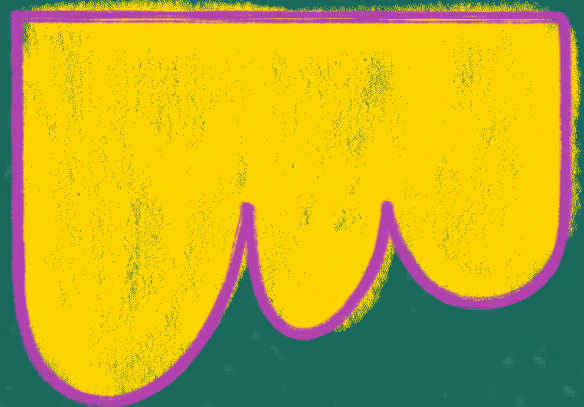


# How do we assess and identify for dyslexia?

Formal evaluations would assess the academic skills and cognitive processes related to dyslexia. Decisions are made by the ARD Committee (including the parent).

For further information please refer to the Texas Dyslexia Handbook

The Dyslexia Handbook, 2021 Update  
<https://tea.texas.gov/academics/dyslexia/>





# What are some effective strategies for students with dyslexia?

In addition to explicit and systematic instruction in phonological awareness and phonemic awareness, phonics and word recognition, spelling, fluency, vocabulary, and comprehension...

- Self-monitoring strategies
- Memory techniques to remember processes
- Explicitly teach and practice skills for organizing, time management and reviewing information



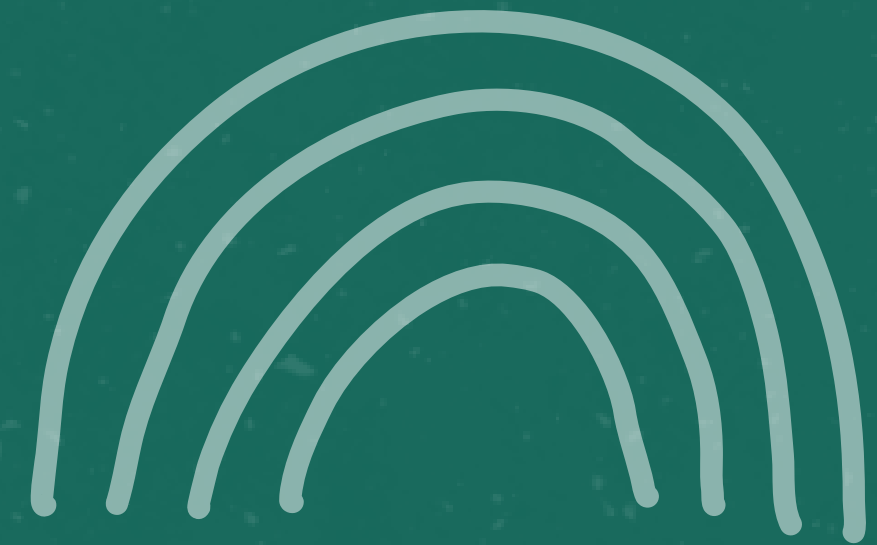


# Who delivers intervention for students with dyslexia?



A certified teacher who has been trained in dyslexia and related disorders and the curriculum of instruction.

Banquete ISD utilizes Reading by Design, a systematic, explicit, and intensive reading program designed to improve the reading abilities of students with dyslexia.



# What are some accommodations available for students with dyslexia? (determined by committee)

- Copies of notes (e.g., teacher or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts.
- Student planner to assist with assignments
- Alternative test location



# What are some accommodations available for students with dyslexia? (determined by committee)

- Priority seating assignment
- Oral reading of directions or written material
- Word banks
- Audiobooks
- Text to speech or speech to text
- Electronic spellers or dictionaries
- Charts
- Adaptive learning tools and features in software programs





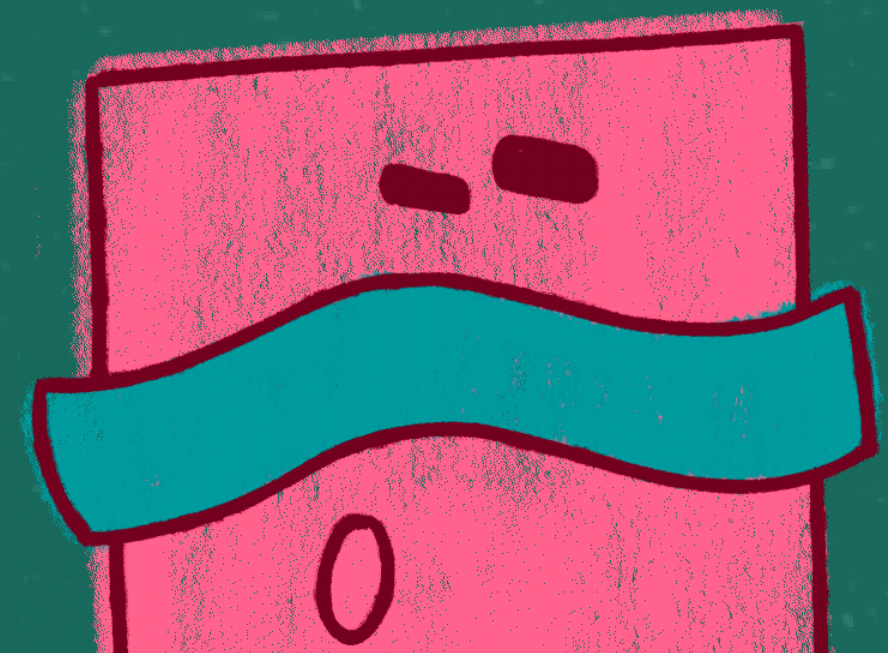
# What is the difference between IDEA, Section 504 and RtI?



**Response to Intervention:** is a tiered approach to providing services and interventions at increasing levels of intensity to students who struggle with learning.

**Section 504:** provides equal opportunity to eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education.

**IDEA:** ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.





# What resources are available?

TEA Dyslexia Handbook 2021

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

TEA Dyslexia Handbook 2021 (Spanish Version)

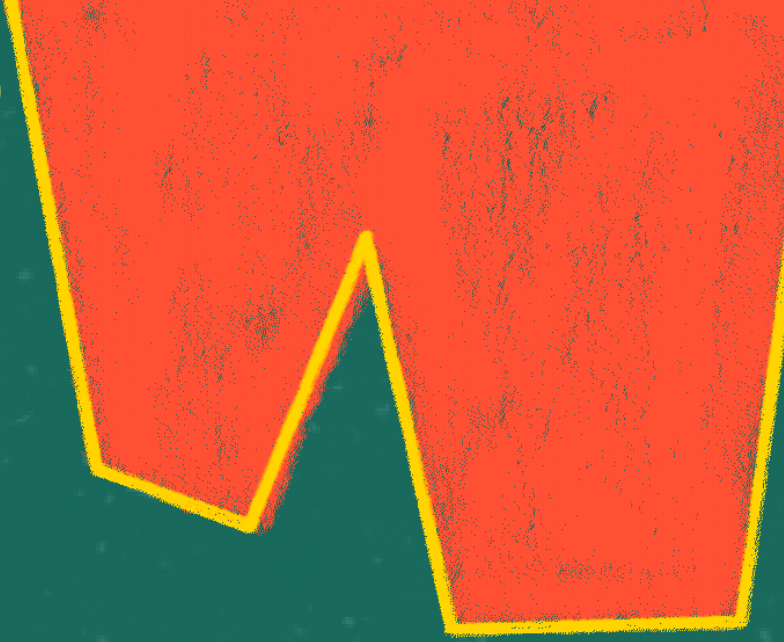
<https://tea.texas.gov/sites/default/files/spanish-dyslexia-handbook.pdf>

TEA Accommodation Resources

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources>

TEA Assessments for Students with Disabilities

<https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities>



# What resources are available?

Bookshare

<http://www.accessiblebooks4tx.org/>

International Dyslexia Association

<http://www.interdys.org/>

Learning Ally Audible Books

<https://learningally.org/>

Partners Resource Network

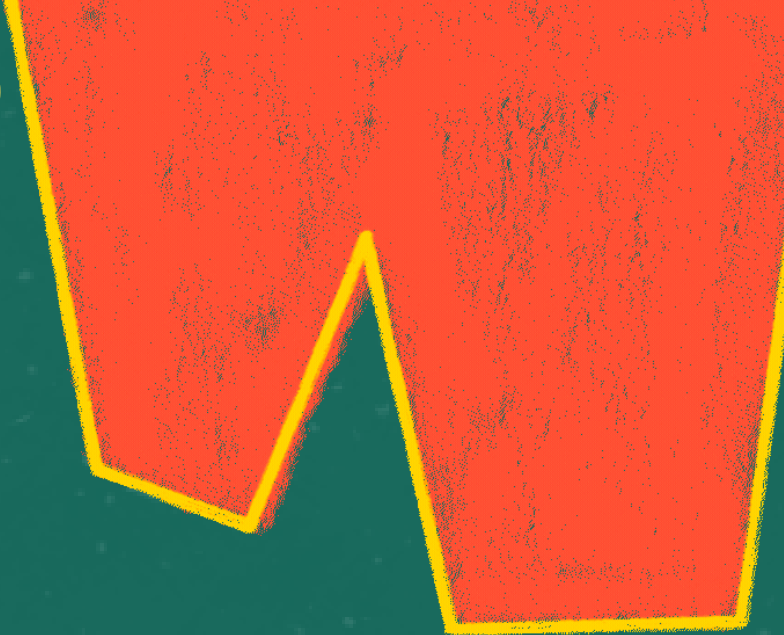
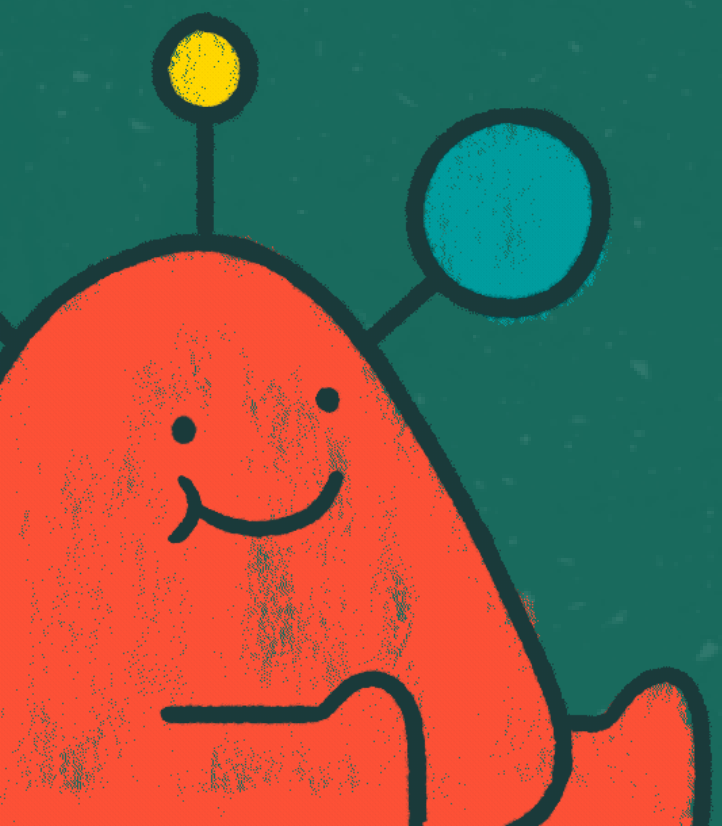
<http://prntexas.org/>

Texas College and Career Readiness Support Center

<http://txccrsc.org/>

Texas State Library and Archives Commission: Talking Books Program

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





# Who do I contact for questions or concerns?

Dyslexia Consultant  
Region 2 Education Service Center  
209 N. Waters Street, Corpus Christi, TX 78410-2528  
Texas Dyslexia Hotline: 1 (800) 232-3030  
[www.sped.esc2.net/dyslexia](http://www.sped.esc2.net/dyslexia)

Dyslexia and Related Disorders  
Texas Education Agency Special Populations  
1701 N. Congress Avenue (512) 463-9414  
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>





# Who do I contact for questions or concerns?

Banquete Elementary Dyslexia Contacts:

Angelica Escobar, Principal  
aescobar@banqueteisd.net

Donna Barrera, Counselor  
dbarrera@banqueteisd.net

Emma Buitron, Dyslexia Specialist  
ebuitron@banqueteisd.net





# Who do I contact for questions or concerns?

Banquete Junior High Dyslexia Contacts:

Ramiro Pena, Principal  
rpena@banqueteisd.net

Alena Garza, Counselor  
agarza@banqueteisd.net

Brianna Garcia, Special Education and Dyslexia  
bgarcia@banqueteisd.net





# Who do I contact for questions or concerns?

Banquete High School Dyslexia Contacts:

Elsa Rodriguez-Hofstetter, Principal  
erhofstetter@banqueteisd.net

Leslie Davis, Counselor  
ldavis@banqueteisd.net

Emma Buitron, Dyslexia Specialist  
ebuitron@banqueteisd.net





# Who do I contact for questions or concerns?

## District Dyslexia Contacts:

Robyn Derington, Assistant Superintendent for Teaching & Learning

[rderington@banqueteisd.net](mailto:rderington@banqueteisd.net)

<https://www.banqueteisd.esc2.net/Page/6190>

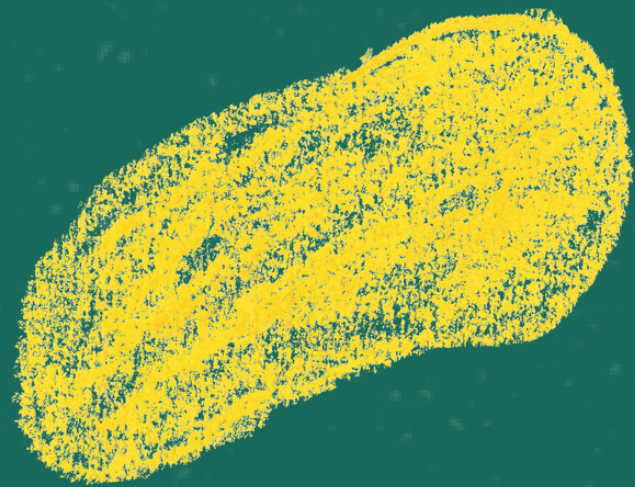
Dr. Brenda Lozano, Special Education Director/Diagnostician

[blozano@banqueteisd.net](mailto:blozano@banqueteisd.net)

<https://www.banqueteisd.esc2.net/domain/3371>







Thank you!

