**Parent Awareness & Education**

Tioga ISD follows the guidance of the Texas Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, 2024 Update. Parent may access the electronic version of the handbook by going to

[**https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf**](https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf)

To request a copy of the handbook, parents may reach out to their child’s campus administrator or dyslexia professional.

**A QUICK REFERENCE GUIDE TO IMPORTANT INFORMATION IS LISTED BELOW**

| **Characteristics and Consequences of Dyslexia Primary reading/spelling characteristics of dyslexia are difficulties with:**• Reading words in isolation • Accurately decoding unfamiliar words • Oral reading (slow, inaccurate, or labored without prosody) • Spelling Individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed above. **The reading/spelling characteristics are most often associated with:**• Segmenting, blending, and manipulating sounds in words (phonemic awareness) • Learning the names of letters and their associated sounds • Holding information about sounds and words in memory (phonological memory) • Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming) **Consequences of dyslexia may include:** • Variable difficulty with aspects of reading comprehension • Variable difficulty with aspects of written language • Limited vocabulary growth due to reduced reading experiencesFor more information on **Characteristics of Dyslexia and Related Disorders** see **page 7** of the handbook**.** |
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| **Evaluation and Identification of Dyslexia and Related Disorders**Tioga ISD follows the procedures for evaluation and identification outlined in the Tioga ISD Dyslexia and Related Disorders Policy and Procedures Handbook. These procedures were created under the guidance of the Texas Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, 2024 Update. Links to both handbooks are provided below.[**https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf**](https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf)* + - * INSERT LINK TO TISD Policy and Procedures

For more information on the **Evaluation and Identification of Dyslexia and Related Disorders** see **page 23** of the handbook**.** |
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| **Effective Instructional Strategies for Teaching Students with Dyslexia and Related Disorders**“The components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting.”For more information on the **Effective Instructional Strategies for Teaching Students with Dyslexia and Related Disorders** see **page 38** of the handbook. |
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| **Instructional Accommodations and Modifications****Examples of Reasonable Classroom Accommodations**•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, or student planner to assist with assignments) • Alternative test location that provides a quiet environment and reduces distractions • Priority seating assignment • Oral reading of directions or written material • Word banks • Audiobooks • Text to speech • Speech to text • Electronic spellers • Electronic dictionaries • Formula charts • Adaptive learning tools and features in software programsFor more information on **Instructional Accommodations and Modifications** see **page 51** of the handbook**.** |
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