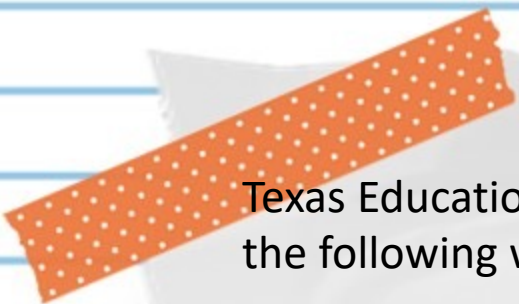


WELCOME



Dyslexia Services

Definition of Dyslexia




Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way:

“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.


“Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)



<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

The Dyslexia Handbook



THE DYSLEXIA HANDBOOK

2021 Update

Procedures Concerning
Dyslexia and Related
Disorders

Texas Education Agency • Austin, Texas
September 2021

[The Dyslexia Handbook Updated
2021 English](#)

EL MANUAL SOBRE LA DISLEXIA

Versión 2021

Procedimientos sobre
la dislexia y trastornos
relacionados

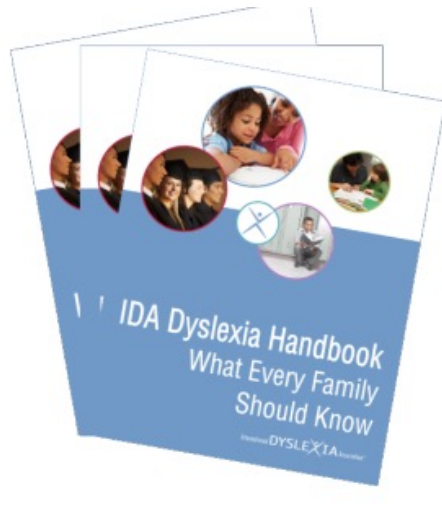
AGENCIA DE EDUCACIÓN DE TEXAS • AUSTIN, TEXAS
Septiembre 2021

[The Dyslexia Handbook Updated 2021
Spanish](#)

[2021 Update Information \(Spanish\)](#)



The Dyslexia Handbook



What Every Family Should Know



- ❖ valuable information about dyslexia and its characteristics
- ❖ provides information on assessments
- ❖ effective teaching approaches
- ❖ self-advocacy ideas
- ❖ a vast array of resources
- ❖ information that will be useful throughout a child's life, from elementary school through college

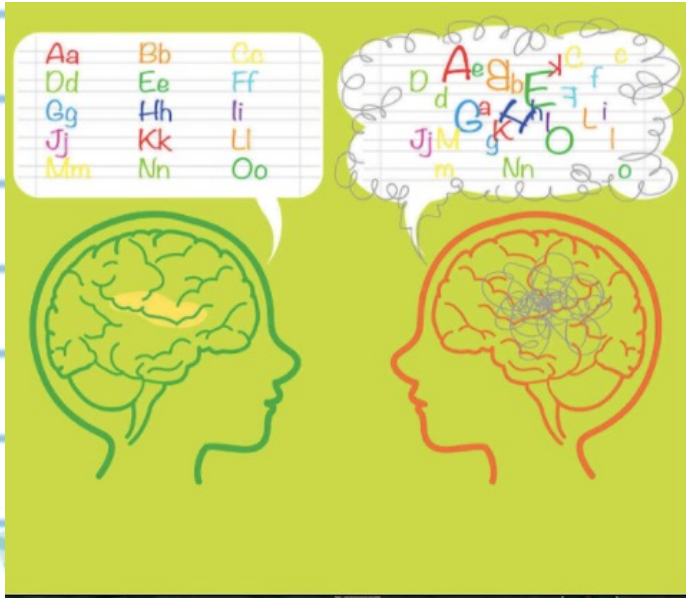
helpful Web Sites



- ❖ [Dyslexia Basics](#)
- ❖ [Dyslexia and the Brain](#)
- ❖ [Dyslexia and other Related Disorders/ADHD](#)
- ❖ [Dyslexia and other Related Disorder/ Gifted and Talented](#)



helpful Web Sites



Beyond the Classroom

<https://dyslexiaida.org/>

www.understood.org

Learning Ally

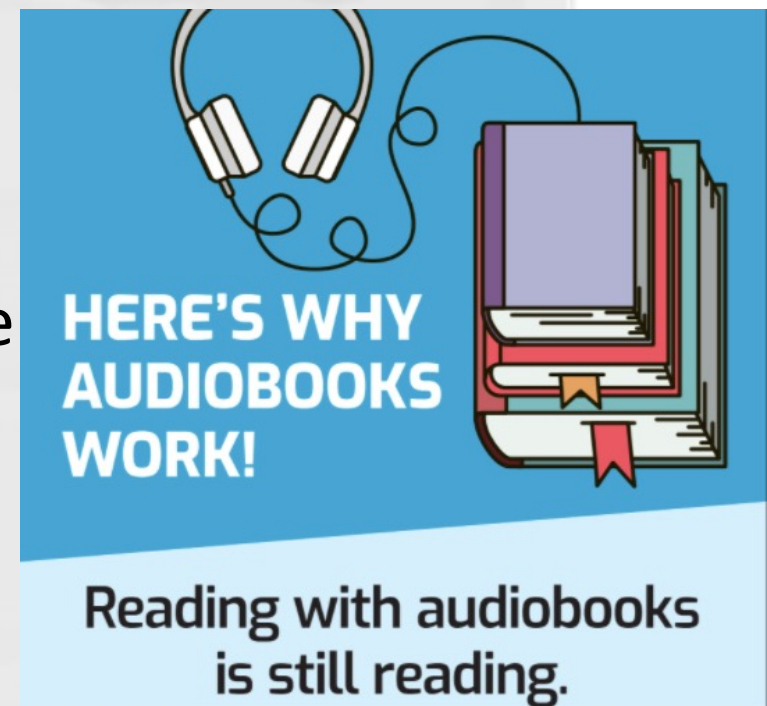


❖ <https://learningally.org/>

❖ Username: Student's First Name
ID#

❖ Password: Student ID #

Your campus' Dyslexia Therapist will provide you this information



MTA

Multisensory Teaching Approach



- ❖ a program for the remediation of Dyslexia and other reading disabilities
- ❖ follows research begun at Texas Scottish Rite Hospital in 1965 by Aylett R. Cox and Dr. Lucius Waites
- ❖ multisensory approach to teaching reading that combines Visual, Auditory and Kinesthetic (or muscle) instruction
- ❖ it is based on the alphabet symbol system
- ❖ teaches the science of the written language and addresses reading, handwriting, and spelling

MTA Lessons and Practices by Kit



Kit 1

Letters: i, t, p, n, s, a, voiced s, l, d, f, h

Concepts:

- | | |
|--------------------------------|---|
| 1. IMF positions | 11. Reading Final ss |
| 2. Vowels and consonants | 12. The Unaccented Word a |
| 3. Syllables | 13. Recognizing Sentences and Phrases |
| 4. Open and Closed Syllables | 14. Situation Reading: s = (s) or (z) |
| 5. Accent | 15. Two Sounds for Suffix s: (s) or (z) |
| 6. Open, Accent Syllables | 16. Word Spelling Formula: Suffix s |
| 7. Reading Doubled Consonants | 17. Reading Possessives and Contractions |
| 8. Coding Closed syllables | 18. Irregular Word Concept: said |
| 9. Base Word and Suffix | 19. Word Spelling Formula: Spelling Base words ending in ff,ll,ss |
| 10. Coding and Reading Plurals | |



Kit 2

Letters: g, ng, o, k, n (ng), c (k), ck, m, r, oo (short and long), b, th (voiced and unvoiced), e, y, j, u, v, w, x, qu, z

- Concepts:**
- | | |
|--|--|
| 21. Final o in Monosyllables | 29. Spelling Derivatives: Base Word |
| 22. (ng) Spelled Digraph ng or n | Spelling Unchanged (cooking) |
| 23. Suffix ing | 30. I,M (k) Spelled k before e or i |
| 24. Syllable Division vc' cv | 31. Final e in Monosyllables |
| 25. I,M (k) Spelled k or c | 32. Suffix less |
| 26. Spellings of Suffixes do not Change | 33. Suffix ness |
| 27. Spelling Derivatives: Base Word spelling | 34. Spelling Derivatives: Base Word Spelling |
| Unchanged (standing) | Unchanged (bigness) |
| 28. Final (k) Spelled Digraph ck | 35. I,M (k) Spelled c Before a,o,u and any Consonant |





Kit 3

Letters: digraph ee, final stable syllables, er, ur, ir, er (unaccented), sh, a-e, i-e, o-e, u-e, e-e

- Concepts:**
- | | |
|--|--|
| 36. Final (s) Spelled ss | 46. Final (t) Spelled t or ed |
| 37. Final (k) Spelled k | 47. Suffix er |
| 38. Syllable Division vc cv' | 48. Suffixes er and est |
| 39. Reading Derivatives: Final consonant
of Base Word Doubled (running) | 49. Spelling Derivatives: Base Word Spelling
Changed (running) |
| 40. More Contractions | 50. Final Silent e |
| 41. Suffix ed = (ed), (d), (t) | 51. Suffix es |
| 42. Spelling: Doubling Medial Consonants
in Base Words (bubble) | 52. Spelling Derivatives: Base Word Spelling
Unchanged (hopeless) |
| 43. Spelling: Doubling Medial Consonants
in base Words (rabbit) | 53. Suffix en |
| 44. a After (w) | |
| 45. Final (d) Spelled d or ed | |





Kit 4

Letters: vowel y ,igh, ay, ai, long a ,long e, long i, long o, long u, ar, or (or), or (er), ar (er), or (er)

- Concepts:**
- | | |
|------------------------------------|--|
| 54. Review Word Spelling Formulas | 65. Initial (z) Spelled z |
| 55. Medial (k) Spelled ck | 66. Syllable Division v' cv |
| 56. Final (k) Spelled ke | 67. Final (k) Spelled c |
| 57. Final (i) Spelled y (long) | 68. (er) Spelled or |
| 58. Final (i) Spelled y (short) | 69. a After (kw)= (o) |
| 59. l,M (k) Spelled k before e,i,y | 70. (o) After (w) Spelled a |
| 60. Final (v) Spelled ve | 71. Spelling Final (ks): Base Words and Derivatives |
| 61. Suffix ly | 72. Syllable Division v' ccv |
| 62. Suffix y | 73. Spelling Long Vowels in Open, Accented Syllables |
| 63. Medial (e) Spelled e-e | |
| 64. Final a Spelled Digraph ay | |





Kit 5

Letters: oi, oy, wh, ch, tion, tch, sion, ea, voiced sion, ou, ow, a (short u), c (s)

- Concepts:**
- | | |
|---|--|
| 74. Suffix ful | 90. Prefixes inter, self |
| 75. Reading Derivatives: Dropping Final e | 91. Spelling Derivatives: Adding Consonant Prefixes to Base Words (misspell) |
| 76. Final (s) Spelled se | 92. Pronouncing i Before Final Stable Syllables |
| 77. (oi) Spelled oi and Final oy | 93. Final Stable Syllable sion |
| 78. Prefix and Affix Concepts | 94. (ou) Spelled ou and Final ow |
| 79. Prefixes un, in, im | 95. Reading ind, ild, old Word Patterns |
| 80. Spelling Derivatives: Base Word Spelling Changed (hoping) | 96. Prefixes a, re |
| 81. Prefixes dis, mis | 97. Spelling ind, ild, old Word Patterns |
| 82. Syllable Division: vc' v | 98. Prefixes pre, pro |
| 83. Prefixes sub, super | 99. c = (k) or (s) |
| 84. Initial wr=(r) | 100. M (s) Spelled s or c |
| 85. Accent in Longer Words | 101. F (s) Spelled ce |
| 86. e, o, u in Open Accented Syllables | 102. Silent t after s (whistle,listen) |
| 87. Prefixes under, over | 103. M (k) Spelled ck or cc |
| 88. (ch) Spelled ch and Final tch | 104. Spelling Derivatives: Adding Vowel Prefixes to Base Words (precook) |
| 89. (ch) Spelled ch and Final tch, ch | |



Kit 6

Letters: ow, oa, oe, au, aw, a, g (j), dge, Final ge, ea (short), ie, ue

Concepts:

105. Reading Derivatives: Changing
y to i (carried, carrying)

106. Latin Stems

107. (u) Spelled u or a and Final a

108. Syllable Division v cv'

109. Final (o) Spelled ow

110. Spelling Derivatives: Changing
y to i (carried, carrying)

111. Final (s) Spelled se

112. (au) Spelled au or a, and Final aw

113. g= (g) or (j)

114. Changing y to i and Adding es

115. Silent Letters

116. l, M (j) Spelled j or g

117. Final (j) Spelled dge or ge

118. Syllable Division vcccv

119. French Suffix ous

120. Spelling medial or Final (z)

121. French suffix age

122. Final (u) Spelled ue





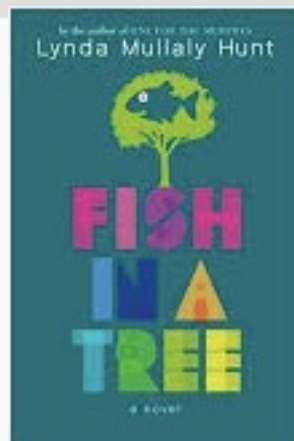
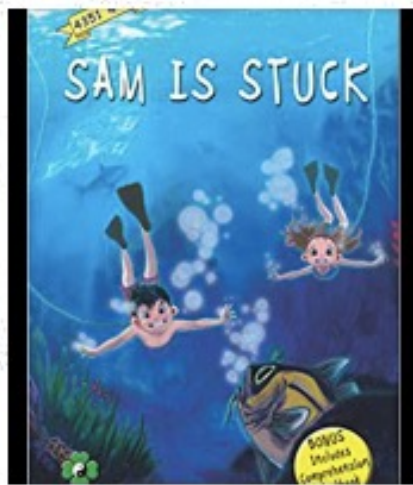
Kit 7

Letters: ie (long), o (short u), ph, ch (k), ei (long), ey, eu, ew, ea (long), eigh, ei, ou (oo), ch (sh), a (short o)

- Concepts:**
- | | |
|--|--|
| 123. Singular and Possessive Nouns | 130. Final Stable Syllables Beginning with ti and ci
(cial, tial, cian, tian, cient, tient, cious, tious, cience) |
| 124. Reading <i>vc v'</i> Words | 131. Final Stable Syllables <i>dure</i> and <i>ture</i> |
| 125. Reading <i>v' v</i> and <i>v v'</i> Words | 132. Digraph <i>ey</i> = (a long) |
| 126. Reading <i>v ccv'</i> Words | 133. Possessives of Definite Pronouns |
| 127. Medial Greek <i>y</i> = (i short) or (i long)
(gym, hydrant, type) | 134. Possessives of Indefinite Pronouns |
| 128. Greek Roots | 135. Stable French Endings: <i>ace, ate, ain, ice, ile, ine,</i>
<i>ise, ite, ive, esque, ique</i> |
| 129. Reading Three Syllable Words | 136. Reading Words of Four or More Syllables |



Children's Books with Dyslexic Characters



Parent Resources

