

Judson Dyslexia Programs



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All of the dyslexia programs in Judson ISD are scientifically research-based. Each campus has a systematic program, for each grade level, that would provide the type of instruction specifically designed for a learner who has been identified with dyslexia, as recommended in *The Dyslexia Handbook Revised 2007*. The programs are multisensory, systematic and intensive in nature.

Recommended Reading

- Rawson, M. (1988). *The many faces of dyslexia*. Baltimore, MD: The International Dyslexia Association. [a classic]
- Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
- Tridas, E. (2008). *From ABC to ADHD*. Baltimore: The International Dyslexia Association.

Helpful Websites

- www.interdys.org
- www.wrightslaw.com
- www.schwablearning.org
- www.dyslexia.yale.edu
- www.ldonline.org
- www.nichcy.org
- www.idea.ed.gov



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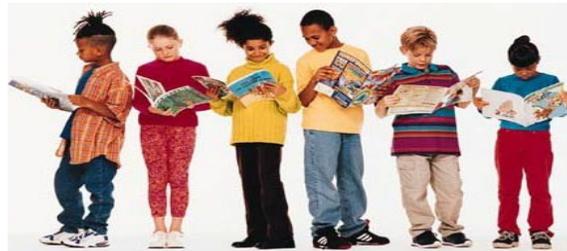
Dyslexia is a learning disability that specifically affects a person's ability to process language. Studies have shown that, when reading, people with dyslexia utilize parts of their brain differently than non-dyslexics. It is believed that the breakdown occurs in identifying and manipulating individual sounds in words. This affects a person's ability to decode and recognize words quickly, which makes reading difficult. It also affects their spelling.

Dyslexia Identification

Students who are identified with dyslexia in JISD have undergone a referral process outlined by district policy. Dyslexia staff then administer a series of tests designed to measure a student's ability to recognize speech sounds, spell, read fluently, comprehend what is read and their memory for speech sounds. These tests meet guidelines put forth in the Texas Education Agency's Handbook for the state's dyslexia programs.

Interventions

The programs available at JISD use direct, explicit teaching of letter-sound relationships, syllable patterns, and meaningful word parts, and provide a great deal of successful practice of skills that have been taught. Fluency-building exercises, vocabulary instruction, language comprehension and writing are also included in our comprehensive intervention.



Accommodations

Some students with dyslexia require accommodations to help with their success in the school environment. The following is a list of the most common classroom accommodations provided to these students:

- ◆ Extra time on assignments
- ◆ Copy of written notes
- ◆ Oral administration on tests
- ◆ Preferential seating

When a student with dyslexia is having difficulty with aspects of schoolwork that are related to his/her disability, a parent or guardian may request that an accommodation plan be developed to alleviate the difficulties posed by dyslexia. Talking with the teacher is the best place to start in making this need known. The teacher may direct a parent to the school counselor or 504 coordinator for the campus.

The legal rights of students with dyslexia are guaranteed through the Individuals with Disabilities Education Act 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

People with dyslexia often will have difficulty with the following:

- ◇ Learning to speak
- ◇ Learning letters and their sounds
- ◇ Organizing written and spoken language
- ◇ Memorizing number facts
- ◇ Reading quickly enough to comprehend
- ◇ Persisting with and comprehending longer reading assignments
- ◇ Spelling

Not all students who have difficulty in one or more of these areas will have dyslexia. It is through formal testing that this learning disability is identified.