

Haskell CISD Dyslexia Program

What is dyslexia?

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.

-International Dyslexia Association

How does Haskell CISD diagnose dyslexia?

Dyslexia identification involves a lengthy process. If despite conventional instruction, adequate intelligence, and sociocultural opportunity, a student still struggles to read, the student's RTI committee will review interventions which have been tried. If testing seems appropriate, the RTI committee may request a dyslexia evaluation through 504 or through IDEA and Special Education. A parent may also request a dyslexia evaluation any time through either pathway. Parents are advised of their options and their rights and must give consent to test. Then, background data is gathered including vision and hearing screenings, teacher reports or classroom concerns and interventions attempted, academic progress reports, samples of school work, progress monitoring results, previous testing completed including state and standardized testing, and attendance records. Parents are asked to provide information about their child and their concerns, and a classroom observation is also performed. Once a history of reading problems is established, a formal assessment conducted by trained personnel follows. No one test for dyslexia or a specific reading disability exists, so a battery of tests is given. An evaluation under IDEA follows additional federal laws. If the child is an English Language Learner, more information specified by the Texas Dyslexia Handbook and/or IDEA is also gathered.

Once the dyslexia evaluation is completed, the 504 or ARD committee meets to determine if the student should be identified as dyslexic and if interventions and accommodations are needed. Parents are a part of this committee and help make educational decisions for their child.