



## Garrison I.S.D. Dyslexia Program FAQ

Our dyslexia program at Garrison I.S.D. follows the guidelines set forth in [The Dyslexia Handbook revised 2007, updated 2010](#).

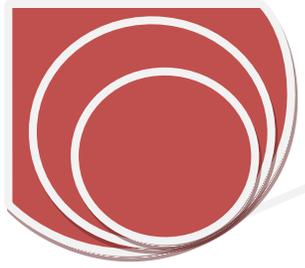
### What is dyslexia?

The current definition from the International Dyslexia Association states:

*Dyslexia is a specific learning disability that is neurological 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.*

### What are some characteristics of dyslexia?

- ❖ Problems learning the names of letters of the alphabet
- ❖ Difficulty learning to write the alphabet in sequence
- ❖ Difficulty retaining letter sounds
- ❖ Difficulty learning and remembering printed words
- ❖ Difficulty blending sounds together for reading
- ❖ Difficulty segmenting sounds for spelling
- ❖ Reversal of letters or sequences of letters
- ❖ Difficulty in learning to read and comprehend
- ❖ Cramped or illegible handwriting
- ❖ Repeated erratic spelling errors
- ❖ Difficulty getting thoughts down on paper
- ❖ Choppy and labored reading



### **How do we test for dyslexia?**

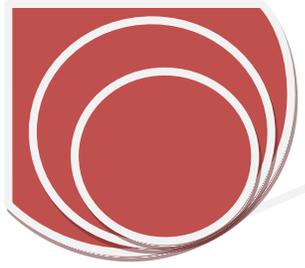
We use a variety of tests to assess for dyslexia. We also include work samples and any state assessments the student may have taken (Terra Nova, STAAR, and TPRI).

<b>Test</b>	<b>Assesses</b>
<b>Comprehensive Test of Nonverbal Intelligence- 2 (CTONI-2)</b>	<b>I Q</b>
<b>Comprehensive Test of Phonological Processing – 2 (CTOPP-2)</b>	<b>Phonological Processing</b>
<b>Test of Written Spelling -5 (TWS-5)</b>	<b>Spelling</b>
<b>Woodcock Reading Mastery Tests III (WRMT-3)</b>	<b>Decoding, Word Recognition, Listening Comprehension</b>
<b>Gray Oral Reading Tests – 5 (GORT-5)</b>	<b>Fluency and Passage Comprehension</b>

### **What components are involved in a dyslexia program?**

According to [The Dyslexia Handbook](#) a dyslexia program must include the following components:

- ❖ Phonemic awareness instruction that enables students to detect, segment, blend, and manipulate sounds in spoken language
- ❖ Graphophonemic knowledge (phonics) instruction that takes advantage of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order
- ❖ Language structure instruction that encompasses morphology (the study of meaningful units of language such as prefixes, suffixes, and roots), semantics (ways that language conveys meaning), syntax (sentence structure), and pragmatics (how to use language in a particular context)
- ❖ Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are the carriers of meaning
- ❖ Strategy-oriented instruction in the strategies students use for decoding, encoding, word recognition, fluency, and comprehension that students need to become independent readers



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### What program do we use?

Garrison I.S.D. currently uses [The Herman Method for Reversing Reading Failure](#). This program meets all of the criteria listed above. It is divided into 20 levels and progresses from phonemic awareness to phonics then on to language structure and linguistic instruction. It also includes a writing component that addresses cursive handwriting.

### Who do I contact if I have questions?

You should contact our Dyslexia Coordinator, Jan Woodard, by email at [woodardj@garrisonisd.com](mailto:woodardj@garrisonisd.com) or by phone at the Elementary office number, 936-347-7010.



### Websites for further information:

State Dyslexia Consultant – [www.region10.org/dyslexia/index](http://www.region10.org/dyslexia/index)

International Dyslexia Association – [www.interdys.org](http://www.interdys.org)

LD on Line – [www.ldonline.com](http://www.ldonline.com)

Texas Center for Learning Disabilities – [www.texasldcenter.org](http://www.texasldcenter.org)

Learning Ally – [www.learningally.org/state-landing-pages/texas](http://www.learningally.org/state-landing-pages/texas)

Bookshare – [www.bookshare.org/ /aboutUs/2011/03/texasEdAgency](http://www.bookshare.org/aboutUs/2011/03/texasEdAgency)

The Florida Center for Reading Research – [www.fcrr.org](http://www.fcrr.org)