



The background features a vibrant autumn scene. On the left, a red brick barn with a yellow bell in its cupola stands on a green hill. A yellow school bus is driving on a winding road that curves across the landscape. The road is flanked by stylized trees in shades of orange, yellow, and brown. In the foreground, several large, bright orange pumpkins are visible. The sky is a clear, light blue, with several yellow and orange leaves falling from the top corners.

# Dyslexia Updates: What They Mean for the Classroom

HB 3928







# TOPICS OF DISCUSSION

- Dyslexia Updates- HB 3928
  - What is my role as an educator?
  - Resources for educators and school staff
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# Dyslexia Overview

Dyslexia is a neurological condition caused by a different wiring of the brain. There is no cure for dyslexia and individuals with this condition must learn coping strategies. Research indicates that dyslexia has no relationship to intelligence. Individuals with dyslexia are neither more nor less intelligent than the general population. But some say the way individuals with dyslexia think can actually be an asset in achieving success. (International Dyslexia Association)



# How widespread is dyslexia?

School Population



About **13-14%** of the school population nationwide are identified as having a handicapping condition that qualifies for Special Education (SPED) services.

SPED Students

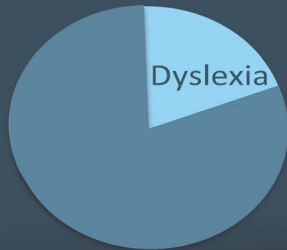


LD Students



One **half** of all students who are identified for special education are classified as having a learning disability (LD). About **85%** of those students have a primary learning disability in reading and language processing.

Population as a whole



Up to **15-20%** of the population as a whole may have symptoms of dyslexia, including slow or inaccurate reading, weak spelling, and poor writing. Not all will qualify for Special Education, but most benefit from systematic, explicit instruction in reading, writing, and language (AKA, Structured Literacy Instruction).









Find solutions at the International Dyslexia Association (IDA) • [eida.org](http://eida.org)




Source: IDA Fact Sheet, "Dyslexia Basics" • Moats & Dakin (© 2016 Cowen For IDA)

What is new?









HB 3928 became effective on June 10, 2023, when Governor Abbott signed the legislation. The bill applies beginning with the 2023-2024 school year. This means that LEAs must begin implementing the bill on the first day of instruction of their 2023-2024 school year.



There are two provisions in HB 3928 that require actions and decisions of the SBOE.

- One relates to a requirement that the SBOE's Dyslexia Handbook no longer provide a distinction between SPDI and other types of direct dyslexia instruction, including SDI. The SBOE has until June 30, 2024, to update the Handbook.
  - The SBOE must also determine training requirements and credentials for a person with specific knowledge in the reading process, dyslexia and related disorders, and dyslexia instruction to serve on an LEA's multidisciplinary team who completes evaluations and an ARD committee when determining a student's eligibility for special education and related services.
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# Changes in Educational Setting

## Evaluation

- Must offer special education evaluation
- Team must include someone knowledgeable in Dyslexia

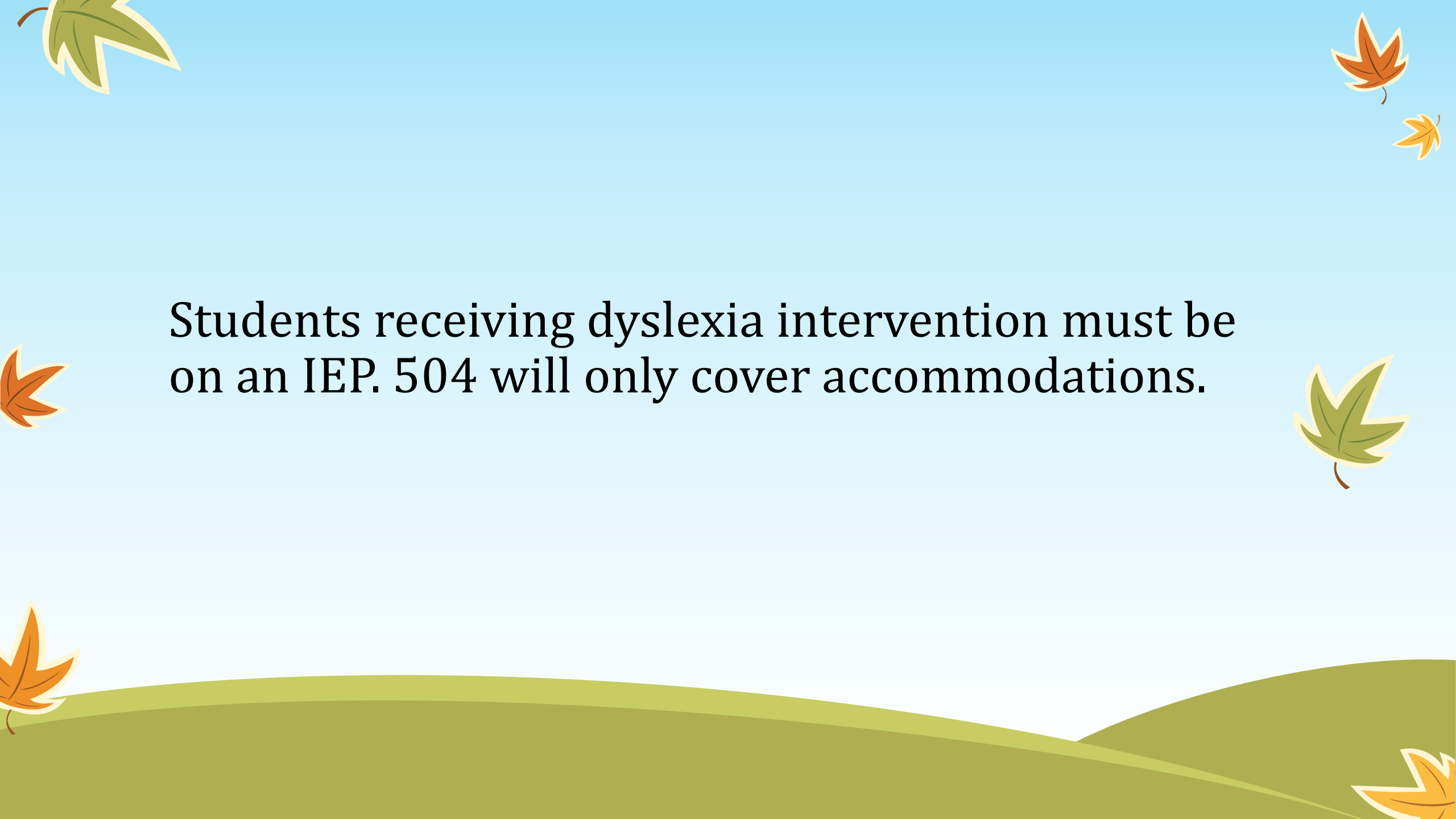
## Identification

- Dyslexia is now a SLD

## ARD

- Dyslexia provider must attend initial ARD
- If provider is not a sped teacher, sped must collaborate with provider





Students receiving dyslexia intervention must be on an IEP. 504 will only cover accommodations.

# Dyslexia Simulation

- <https://tll.gse.harvard.edu/dyslexia-simulator>
- <https://youtu.be/Mk2BZOE0H8Q>
- <https://youtu.be/JeTwJTfl7TQ>
- <https://geon.github.io/programming/2016/03/03/dsxyliea>

Simulation training offered by Neuhaus:

- <https://www.neuhaus.org/dyslexia-simulation/>



# A Day with Dyslexia

Meet Lori, a junior marketing assistant who has dyslexia. Her challenges with reading and spelling affect almost every aspect of her day. Lori worries that others might not be able to see past her dyslexia to appreciate her creative, out-of-the-box thinking.

To see how dyslexia can impact employees in the workplace, take a look at a typical workday for Lori.







<https://www.understood.org/articles/a-day-in-the-life-of-an-employee-with-dyslexia>







# In the Classroom

## General Ed teachers

- You may have an increase in the number of students with IEPs in your classroom.
  - Be aware of their reading difficulties and how these impact their overall well being.
  - Use effective teaching strategies to support all students
    - Build in extra time
    - Text to speech
    - Provide copy of notes
    - Be mindful of student's reading aloud
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# What can I do in my classroom?

- Advocate for your students.
  - Communicate and collaborate with special education staff.
  - Document.
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# Resources

- [TEA HB 3928 FAQ](#)
  - [International Dyslexia Association Fact Sheet](#)
  - [Understood](#)
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