

Dyslexia Parent Support Toolkit

Evidence-Based Guide for Texas Families

- Navigate screening, evaluations & IEP advocacy
- Understand the 15-45-30 evaluation timeline
- Home routines built on Structured Literacy research
- Communication templates & assistive tech guides
- Myth-busting resources & emotional wellness tools

329,247

Students identified
2023-24

79%

Increase since
2017

15-45-30

Evaluation
timeline

7.03%

State prevalence
rate

[texasspecialied.com](https://www.texasspecialied.com)

For educational purposes only. Not medical advice.

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How to Use This Toolkit

1 Start With Knowledge

Read pages 4-12 first. Understanding what dyslexia actually is — and what it isn't — is the foundation of effective advocacy. Share these pages with family members.

2 Use the Templates

The advocacy letter templates on pages 14-16 are legally precise. Copy them word-for-word, filling in your child's specific details. These trigger mandatory timelines.

3 Build the Home Routine

Print the Daily Home Routine checklist and the Heart Word Mapping worksheets. Start with 15 minutes of tactile phonics practice daily — consistency beats intensity.

4 Leverage Technology

Assistive tech is not cheating — it's legally mandated equity. Set up Learning Ally or Bookshare immediately. 'Ear reading' counts as real reading.

5 Protect Emotional Health

This is not optional — it's critical. Use the Strengths Finder and ensure your child has daily protected time to excel in non-academic areas.

Understanding Dyslexia: A Parent's Guide

Dyslexia is a specific learning disability of neurobiological origin. It is characterized by difficulties with accurate and fluent word recognition, poor spelling, and decoding abilities. These difficulties typically result from a deficit in the phonological component of language.

The Key Insight for Parents

Your child's eyes see perfectly. The issue is in how the brain processes sounds and maps them to printed letters. Think of it as a wiring difference — the information takes a different route, not a wrong one. Dyslexia is NOT about intelligence. It occurs across the entire IQ spectrum.

What Dyslexia IS:

- ✓ A phonological processing deficit (difficulty mapping sounds to letters)
- ✓ Neurobiological — a brain wiring difference, not laziness or low IQ
- ✓ Lifelong — but highly responsive to specialized Structured Literacy intervention
- ✓ The most common specific learning disability (affects ~7-20% of the population)
- ✓ Highly heritable — runs in families

What Dyslexia is NOT:

- ✗ A vision problem (letter reversals are normal in ALL young children)
- ✗ A sign of low intelligence
- ✗ Curable by 'reading more' or 'trying harder'
- ✗ Something children 'grow out of'
- ✗ A reason to lower academic expectations

Predictive Markers & Warning Signs

By late kindergarten and mid-first grade, these are the strongest research-backed indicators of dyslexia risk.

Phonemic Awareness Deficits

Difficulty segmenting, blending, and manipulating individual sounds in spoken words. This is the CORE deficit.
Example: Can't tell you that 'cat' without /c/ is 'at'.

Letter-Sound Mapping Struggles

Trouble associating printed letters (graphemes) with their sounds (phonemes). The foundation of all decoding. Slow to learn the alphabet code.

Slow Rapid Automated Naming (RAN)

Reduced speed when naming sequences of familiar objects, colors, or letters. Measures the brain's orthographic processing speed.

Pseudoword Reading Difficulty

Cannot decode nonsense words (e.g., 'bleck', 'froit'). This reveals reliance on memorization rather than actual phonetic decoding skills.

Persistent Spelling Deficits

Profound, persistent spelling errors are a UNIVERSAL hallmark — even when reading improves, spelling often remains the most resistant to change.

Reading Fluency Gaps

Slow, labored reading of connected text. Even if words are decoded correctly, the rate and prosody lag significantly behind same-age peers.

Texas Screening Mandates & Timelines

Texas Education Code §38.003 requires ALL public school students to be screened at specific developmental windows. This is not optional for districts.

Kindergarten

By END of school year

If your child finishes K without being screened, request it in WRITING.

1st Grade

By JANUARY 31

Mid-year screening.
Results **MUST** be shared with parents directly.

What Effective Screening Measures:

Phonemic Awareness

Segment, blend & manipulate individual sounds

Letter-Sound Knowledge

Mapping printed letters to their spoken sounds

Rapid Automatized Naming (RAN)

Speed of naming familiar items — processing speed

Phonological Memory

Accurately repeating pseudowords (nonsense words)

Approved Screening Instruments (2024-2026)

Instrument	Grades	Language	Cost
Circle Progress Monitoring (TX-KEA)	K	English	Free
mCLASS Texas Edition	K-2	English	Free
TPRI / Tejas LEE	1-2	English & Spanish	Free
DIBELS 8th Edition	1-2	English	District cost
MAP Suite Reading Fluency	1-2	English	District cost

IMPORTANT FOR BILINGUAL FAMILIES: In transparent languages like Spanish, decoding accuracy may MASK dyslexia. The disability often shows up as deficits in reading SPEED, fluency, and spelling instead. Evaluation teams must assess in BOTH languages and use a cross-linguistic lens. Ask for the Tejas LEE if your child's primary language is Spanish.

The Full Individual & Initial Evaluation (FIIE)

The FIIE is an exhaustive, multidisciplinary assessment of your child's cognitive, academic, and behavioral profile. It culminates in a formal determination by the ARD committee regarding the presence of a specific

The 15-45-30 Rule

Texas law imposes strict deadlines. These numbers are your most powerful advocacy tool.

1

Parent Submits Written Request

DAY 0

Email the principal, teacher & Special Ed Director. This starts the clock.

2

District Reviews & Sends Consent

15 SCHOOL DAYS

You receive Notice of Procedural Safeguards + TEA form outlining your IDEA rights.

3

Parent Signs Consent

CLOCK STARTS

Sign IMMEDIATELY to begin the 45-day evaluation window. Don't delay.

4

Full Evaluation Conducted

45 SCHOOL DAYS

Comprehensive battery of tests by multidisciplinary team including a dyslexia specialist.

5

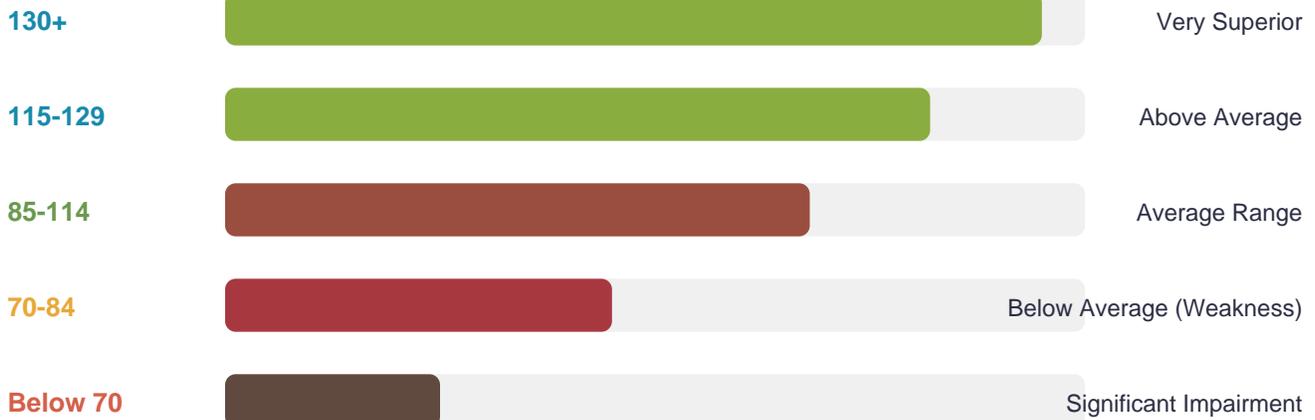
ARD Committee Meeting

30 CALENDAR DAYS

Review results, determine eligibility, draft IEP if applicable. You are a MEMBER of this committee.

Understanding Test Scores

Evaluation reports use standard scores (mean = 100, standard deviation = 15). Here's how to read them so you can participate meaningfully in the ARD meeting.



Percentile Ranks — What They Mean:

A percentile rank of 12 means your child scored equal to or better than only 12% of their same-age peers. 88% of children scored higher. Look for percentile ranks below 25 in phonological processing, decoding, and spelling — these indicate significant weaknesses.

The Classic Dyslexia Profile:

- ✓ Average or ABOVE average overall intelligence (IQ)
- ✓ Strong oral language comprehension and vocabulary
- SEVERE deficits in phonological awareness (CTOPP-2)
- SEVERE deficits in word-level decoding and pseudoword reading
- SEVERE deficits in spelling and orthographic encoding
- Slow reading fluency (rate + prosody)

Common Assessment Tools Explained

CTOPP-2 Comprehensive Test of Phonological Processing

Measures the UNDERLYING CAUSES: phonological awareness, phonological memory, and rapid naming. This is the most critical test for dyslexia. Low scores here are the smoking gun.

WRMT-III Woodcock Reading Mastery Tests

Measures word-level reading: real word identification, word attack (pseudowords/nonsense words), and passage comprehension. Look at the Word Attack subtest specifically.

WIAT-III/IV Wechsler Individual Achievement Test

Comprehensive academic achievement battery. Includes reading, writing, math, and oral language subtests. Often used alongside cognitive testing.

GORT-5 Gray Oral Reading Test

Measures oral reading fluency: rate, accuracy, and prosody (expression) when reading connected text aloud. Dyslexic readers are typically slow and labored.

TWS-5 Test of Written Spelling

Measures orthographic encoding — how well a child can translate sounds into correct written spelling patterns. Profound spelling deficits are a UNIVERSAL hallmark of dyslexia.

Your Rights Under HB 3928

HB 3928 is LANDMARK legislation. It dismantled Texas's old bifurcated system. Evidence-based dyslexia instruction is now classified as Specially Designed Instruction (SDI). This means your child qualifies for an IEP — not just a 504 —

IEP Over 504

Any student receiving evidence-based dyslexia instruction automatically qualifies for an IEP with full IDEA protections, formal progress monitoring, and enforceable goals.

Dyslexia Specialist Required

The ARD committee MUST include a member with specialized knowledge: Licensed Dyslexia Therapist (LDT) > Certified Academic Language Therapist (CALT) > TEA-trained specialist.

Mandatory Parent Notification

If screening suggests dyslexia risk, the district MUST give you a TEA form outlining your IDEA rights — not just 504 rights.

Transition Mandate

All students currently on 504 plans receiving dyslexia instruction must be reviewed for IEP transition by end of 2024-2025 school year.

Dyslexia Allotment Funding

Districts receive additional funding (basic allotment x 0.10) per identified student. Your child's identification BRINGS MONEY to the school.

Right to Request Evaluation

You can request a FIIE in writing at ANY time. The district has 15 school days to respond with consent forms.

Template: Request a Full Evaluation (FIE)

Copy this letter. Fill in the blanks. Email to principal + Sp. Ed. Director.

Dear **[Principal's Name]** and **[Special Education Director's Name]**,

I am writing to formally request a Full Individual and Initial Evaluation (FIE) for my child, **[CHILD'S FULL NAME]**, who is currently in **[GRADE]**.

I suspect that **[CHILD'S NAME]** has a specific learning disability, specifically dyslexia, and requires specially designed instruction and related services to access the general curriculum.

Despite receiving Tier 1 general education instruction and classroom support, **[CHILD'S NAME]** continues to experience severe and unexpected struggles with:

[Issue 1: e.g., decoding unfamiliar words]

[Issue 2: e.g., spelling phonetically]

[Issue 3: e.g., reading fluency significantly below grade level]

I understand that under the IDEA Child Find mandate and the recent implementations of Texas HB 3928, the district has 15 school days from receipt of this written request to provide me with the Notice of Procedural Safeguards, the TEA Overview of Special Education for Parents form, and the opportunity to sign the formal consent for evaluation.

I look forward to signing the consent form immediately so that the **45-school-day evaluation timeline may begin.**

Thank you for your partnership in supporting my child's education.

Sincerely,

[YOUR NAME]

[DATE]

Template: Pre-ARD Meeting Preparation

Send 1-2 weeks before the scheduled ARD meeting.

Dear **[Case Manager's Name]**,

I look forward to the ARD meeting on **[DATE]** to review **[CHILD'S NAME]**'s evaluation data and Individualized Education Program (IEP).

To prepare, I am requesting copies of the following at least 3 days prior:

- **The evaluation reports**
- **Present Levels of Academic Achievement (PLAAPF)**
- **Any proposed IEP goals**

Additionally, I would like to add the following to the agenda:

- 1. Discussion of Assistive Technology**
- 2. [Any other concerns: e.g., extended time, audiobook access]**

Specifically, I request the committee consider adding:

- [Tool 1: e.g., text-to-speech for independent reading]**
- [Tool 2: e.g., speech-to-text for written assignments]**

These tools have proven effective at reducing **[CHILD'S NAME]**'s cognitive fatigue and bypassing decoding bottlenecks during homework.

Thank you for your collaboration.

[YOUR NAME]

Template: Assistive Technology Request

For requesting specific AT tools be added to the IEP.

Dear [ARD Committee / Case Manager],

Pursuant to TEC §38.0031 and the 2024 Texas Dyslexia Handbook, I am requesting that the following assistive technology tools be formally added to [CHILD'S NAME]'s IEP accommodations page:

1. Text-to-Speech (TTS):

Access to Learning Ally or Bookshare for grade-level content reading across all core subjects.

2. Speech-to-Text (STT):

Permission to use dictation software for written assignments to separate composition from mechanical spelling burden.

3. Word Prediction / Grammar Support:

Access to Co:Writer, WordQ, or similar word prediction tools.

These tools do not replace Structured Literacy instruction — they **bypass the phonological bottleneck so my child can demonstrate their actual intellectual capacity across content areas.**

Thank you,
[YOUR NAME]

ARD Meeting Preparation Checklist

Before the Meeting

- Requested evaluation reports + PLAAFP at least 3 days prior
- Read ALL evaluation reports — highlight questions
- Prepared a written list of concerns and goals
- Confirmed a dyslexia specialist (LDT/CALT) will attend
- Arranged for an advocate or support person if needed
- Reviewed current accommodations — what's working / not working?

Bring to the Meeting

- Copy of your written concerns
- This toolkit's 'Understanding Test Scores' page (p.11)
- Samples of your child's work (reading, spelling, writing)
- Log of homework time (how long assignments actually take)
- List of assistive technology tools to request
- Pen and paper for notes

During the Meeting

- Ask: 'Is a dyslexia specialist present as required by TEC §29.0031?'
- Ask: 'What evidence-based dyslexia program will be used?'
- Ask: 'How will progress be measured and how often?'
- Ask: 'What assistive technology is being considered?'
- Do NOT sign anything you haven't read and understood
- You can take the IEP home to review — you have 5 school days

After the Meeting

- Request a copy of the signed IEP within 5 school days
- Mark the annual ARD date on your calendar
- Monitor: Is the school actually implementing the IEP?
- Request a progress report at least every grading period
- If services aren't being provided, put concerns in WRITING

District Mandates vs. Parent Opportunities

Screening & ID

DISTRICT MUST:

Universally screen by end of K and Jan 31 of 1st grade. Conduct FIEE within 45 school days of consent.

PARENT CAN:

Request FIEE in writing immediately if concerned. Supply family history and developmental data.

Instruction

DISTRICT MUST:

Provide TEA-approved Structured Literacy program delivered by a trained Provider of Dyslexia Instruction (PDI).

PARENT CAN:

Reinforce phonics through tactile, multisensory games at home. Use Heart Word mapping — never rote flashcards.

Accommodations

DISTRICT MUST:

Implement IEP accommodations (TTS, extended time, reduced spelling penalties) across ALL classrooms.

PARENT CAN:

Use Focus Sprints (10 on / 3 off) for homework. Advocate for modified assignments if homework takes 3x longer.

Progress Monitoring

DISTRICT MUST:

Issue formal progress reports specific to the dyslexia program at least every grading period.

PARENT CAN:

Request informal pre-ARD data meetings. Monitor emotional well-being and watch for signs of burnout.

Assistive Tech

DISTRICT MUST:

Integrate technology per TEC §38.0031: TTS, STT, word prediction tools as appropriate.

PARENT CAN:

Set up Learning Ally / Bookshare at home. Use built-in dictation tools for all written homework.

Daily Home Routine Checklist

Date: _____ Child: _____

Set up low-distraction workspace

Remove visual clutter, silence devices, clear the desk

15-minute tactile phonics practice

Magnetic tiles, sand tray, or shaving cream spelling

Homework Focus Sprints (10 on / 3 off)

Use a visual timer — NEVER force continuous work for dyslexia

'Ear Reading' — audiobook time

Learning Ally, Bookshare, or Libby. Reading with ears COUNTS.

Use Heart Word mapping for sight words

Sound out regular parts, heart ONLY the tricky letter(s)

Supply hard words immediately when reading aloud

Don't force decoding at home — protect the flow and joy

Emotional decompression time

Let them EXCEL at something non-academic: art, sports, building

Advocate for modified homework if needed

If it takes 3x longer than intended, it's too much. Talk to teacher.

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Multisensory Phonics Activities Guide

15 minutes max. Fun beats perfection. 3+ senses at once.

Magnetic Letter Build

5 min

Place letter magnets on fridge. Say a word, child builds it letter by letter while saying each sound aloud.

Sand / Salt Tray Writing

5 min

Fill a tray with salt or sand. Say a word, child writes each letter with their finger while saying the sound.

Shaving Cream Spelling

5 min

Spray shaving cream on a table. Child spells words in the cream — tactile + visual + auditory all at once!

Heart Word Mapping

5 min

For sight words: sound out the regular parts normally, then draw a heart above ONLY the tricky part that must be learned 'by heart'.

Syllable Clapping

3 min

Say a multisyllabic word. Child claps once per syllable. 'El-e-phant' = 3 claps. Then identify the syllable types.

Phoneme Pop

5 min

Say a word. Child 'pops' each sound by tapping a finger: /c/ /a/ /t/ = 3 taps. Change one sound to make a new word!

Bottle Cap Words

5 min

Write letters on bottle caps. Child arranges caps to spell words, physically swapping sounds to build new words.

Body Spelling

5 min

For each letter, child makes the letter with their BODY. Total physical response locks it into memory.

Heart Word Mapping Worksheet

Sound out the regular parts. Draw a heart ONLY above the tricky part.

DO NOT memorize sight words as whole shapes. Map the sounds. Hear the exception. This is how the dyslexic brain

Word #1: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #2: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #3: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #4: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #5: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #6: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

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Sounds:

--	--	--	--	--	--	--	--

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Sounds:

--	--	--	--	--	--	--	--

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Sounds:

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Word #5: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

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Sounds:

--	--	--	--	--	--	--	--

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Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #6: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Heart Word Mapping Worksheet

Sound out the regular parts. Draw a heart ONLY above the tricky part.

DO NOT memorize sight words as whole shapes. Map the sounds. Hear the exception. This is how the dyslexic brain

Word #1: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #2: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

Word #3: _____

Sounds:

--	--	--	--	--	--	--	--

Tricky part (draw a heart above it): _____

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Tricky part (draw a heart above it): _____

Focus Sprint Timer Cards

Print, cut & laminate. Place on desk during homework.

A dyslexic brain uses 5x more energy to read. These sprints prevent burnout. 10 minutes of focused work followed by a

FOCUS TIME

10:00

10 MINUTES

Eyes on paper. No screens. You can do this.

BREAK TIME

3:00

3 MINUTES

Stretch. Water. Breathe. Your brain is working.

BREAK TIME

3:00

3 MINUTES

Stretch. Water. Breathe. Your brain is working.

FOCUS TIME

10:00

10 MINUTES

Eyes on paper. No screens. You can do this.

Homework Adaptation Strategies

A 20-minute worksheet designed for a neurotypical student may demand 60-90 minutes from a dyslexic student. Homework adaptations are not shortcuts — they are equity.

Reduce Volume, Maintain Rigor

Complete only odd-numbered problems. Read every other chapter. Write 3 paragraphs instead of 5. The learning objective stays the same.

Use Focus Sprints

10 minutes of intense focus, 3 minutes of mandatory rest. Use a visual timer. NEVER force a dyslexic child to work continuously for an hour.

Separate Reading from Content

If the homework is about SCIENCE, don't let reading be the barrier. Read the assignment TO the child so they can show what they know about the content.

Dictate Written Assignments

Use Apple Dictation, Google Voice Typing, or Windows dictation. Separate the act of composing thoughts from the mechanical burden of spelling.

Establish a Time Limit

Agree with the teacher: homework stops after X minutes regardless of completion. Send a note: 'We worked for 30 minutes. This is what we completed.'

Make it Multisensory

If memorizing vocabulary, don't use flashcards. Build the words with magnetic letters. Draw pictures. Act them out. Touch it, say it, see it.

Assistive Technology Quick-Reference

TEC §38.0031 mandates technology integration for students with dyslexia.

Audiobooks & Text-to-Speech (TTS)

Learning Ally

Human-narrated audiobooks. FREE for eligible TX students with print disabilities.

Bookshare

Digital library with TTS. FREE for qualifying students under IDEA.

Libby (OverDrive)

Free audiobooks from your public library card.

Built-in TTS

Every device has free text-to-speech in Accessibility settings.

Speech-to-Text (Dictation)

Apple Dictation

Built into every Mac/iPad/iPhone. Press the microphone icon.

Google Voice Typing

Free in Google Docs: Tools > Voice Typing

Windows Dictation

Press Win+H on any Windows 10/11 device.

Writing & Grammar Support

Grammarly

Real-time spelling + grammar. Free tier available.

Co:Writer / WordQ

Word prediction — type first letters, it predicts the word.

Google Docs

Built-in spell check with suggestions. Good for basics.

Myth Busters

Print, laminate, and share with family members!

MYTH

"Dyslexia means seeing letters backwards"

REALITY

Letter reversals (b/d) are normal in ALL early readers. Dyslexia is a PHONOLOGICAL processing deficit — the brain struggles to map sounds to letters. The eyes see perfectly.

MYTH

"Kids with dyslexia aren't very smart"

REALITY

Dyslexia occurs across the entire IQ spectrum. The defining feature is that reading difficulty is UNEXPECTED relative to the child's otherwise average or gifted cognitive abilities.

MYTH

"They just need to try harder or read more"

REALITY

Dyslexia is a lifelong neurobiological brain wiring difference. Forcing a child to read standard texts without explicit phonics instruction causes frustration and emotional damage — not fluency.

Myth Busters

Print, laminate, and share with family members!

MYTH

"They'll grow out of it"

REALITY

Dyslexia is permanent. However, intensive Structured Literacy intervention — especially before 3rd grade — can physically rewire neural pathways to dramatically improve reading.

MYTH

"Audiobooks are 'cheating'"

REALITY

'Ear reading' builds the exact same vocabulary, comprehension, syntax, and love of story as eye reading. It bypasses the decoding bottleneck so the brain can do higher-level work.

MYTH

"A 504 plan gives the same protections as an IEP"

REALITY

Under HB 3928, evidence-based dyslexia instruction is now SDI — qualifying children for an IEP with FULL IDEA protections: enforceable goals, progress monitoring, and dispute resolution.

Emotional Wellness Guide

Dyslexia induces PROFOUND chronic fatigue. Your child works 3-5x harder than peers to do the same reading task. Protecting their emotional tank is not optional — it's essential.

The Self-Esteem Shield

A child's self-concept is formed by age 8-10. If all they experience at school is reading failure, they internalize 'I'm stupid.' Your job at home is to ensure they have PROTECTED TIME to be excellent at something that isn't reading.

The Safe Reading Zone

Home reading should NEVER feel like school. If a child stumbles on a word, SUPPLY IT IMMEDIATELY. Don't make them 'sound it out' at home — their school intervention handles that. Home is for the JOY of story.

The Energy Budget

Think of your child's cognitive energy like a phone battery. Reading drains it to 10% by 3pm. Homework demands more. If you don't plug in recharge time (movement, play, rest), the battery dies — and so does cooperation.

The Strength-Based Identity

Your child is NOT defined by their reading score. They are an artist, an athlete, a builder, a comedian, a leader. Make sure THEY know this by giving those strengths equal airtime with academics.

My Strengths Finder

Name: _____ Date: _____

Circle or check every area where you SHINE. These are your recharge zones — make sure you get protected time here every day!

- | | |
|--|--|
| <input type="checkbox"/> Art & Drawing | <input type="checkbox"/> Building & Engineering |
| <input type="checkbox"/> Sports & Movement | <input type="checkbox"/> Music & Rhythm |
| <input type="checkbox"/> Storytelling (verbal) | <input type="checkbox"/> Problem-Solving |
| <input type="checkbox"/> Empathy & Kindness | <input type="checkbox"/> Animals & Nature |
| <input type="checkbox"/> Cooking & Baking | <input type="checkbox"/> Technology & Gaming |
| <input type="checkbox"/> Theater & Performance | <input type="checkbox"/> Science Experiments |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Humor / Making People Laugh | <input type="checkbox"/> Reading with My Ears (Audiobooks) |

My #1 Superpower: _____

How I'll use my strengths this week: _____

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Reading Log: Ear Reading Counts!

Week of: _____ Name: _____

Audiobooks build the SAME vocabulary, comprehension, and love of story as eye reading. Log ALL reading — eyes

Monday

Title: _____

Eyes

Ears

Minutes: _____

Tuesday

Title: _____

Eyes

Ears

Minutes: _____

Wednesday

Title: _____

Eyes

Ears

Minutes: _____

Thursday

Title: _____

Eyes

Ears

Minutes: _____

Friday

Title: _____

Eyes

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Progress Monitoring Log

Grading Period: _____ Student: _____

Dyslexia Program: _____

Provider (PDI): _____

SKILL AREA	BASELINE	CURRENT	GOAL	TREND
Phonemic Awareness	_____	_____	_____	_____
Letter-Sound Mapping	_____	_____	_____	_____
Decoding (real words)	_____	_____	_____	_____
Decoding (pseudowords)	_____	_____	_____	_____
Spelling / Encoding	_____	_____	_____	_____
Reading Fluency (rate)	_____	_____	_____	_____
Reading Fluency (accuracy)	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____

Provider Notes:

Parent Observations:

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Letter-Sound Mapping	_____	_____	_____	_____
Decoding (real words)	_____	_____	_____	_____
Decoding (pseudowords)	_____	_____	_____	_____
Spelling / Encoding	_____	_____	_____	_____
Reading Fluency (rate)	_____	_____	_____	_____
Reading Fluency (accuracy)	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____

Provider Notes:

Parent Observations:

Progress Monitoring Log

Grading Period: _____ Student: _____

Dyslexia Program: _____

Provider (PDI): _____

SKILL AREA	BASELINE	CURRENT	GOAL	TREND
Phonemic Awareness	_____	_____	_____	_____
Letter-Sound Mapping	_____	_____	_____	_____
Decoding (real words)	_____	_____	_____	_____
Decoding (pseudowords)	_____	_____	_____	_____
Spelling / Encoding	_____	_____	_____	_____
Reading Fluency (rate)	_____	_____	_____	_____
Reading Fluency (accuracy)	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____

Provider Notes:

Parent Observations:

Progress Monitoring Log

Grading Period: _____ Student: _____

Dyslexia Program: _____

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SKILL AREA	BASELINE	CURRENT	GOAL	TREND
Phonemic Awareness	_____	_____	_____	_____
Letter-Sound Mapping	_____	_____	_____	_____
Decoding (real words)	_____	_____	_____	_____
Decoding (pseudowords)	_____	_____	_____	_____
Spelling / Encoding	_____	_____	_____	_____
Reading Fluency (rate)	_____	_____	_____	_____
Reading Fluency (accuracy)	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____

Provider Notes:

Parent Observations:

Progress Monitoring Log

Grading Period: _____ Student: _____

Dyslexia Program: _____

Provider (PDI): _____

SKILL AREA	BASELINE	CURRENT	GOAL	TREND
Phonemic Awareness	_____	_____	_____	_____
Letter-Sound Mapping	_____	_____	_____	_____
Decoding (real words)	_____	_____	_____	_____
Decoding (pseudowords)	_____	_____	_____	_____
Spelling / Encoding	_____	_____	_____	_____
Reading Fluency (rate)	_____	_____	_____	_____
Reading Fluency (accuracy)	_____	_____	_____	_____
Reading Comprehension	_____	_____	_____	_____

Provider Notes:

Parent Observations:

TEA-Approved Structured Literacy Programs

These are NOT leveled readers or balanced literacy. These are specialized, multisensory, systematic phonics programs approved by the Texas SBOE for dyslexia intervention.

Take Flight

[Luke Waites Center at Scottish Rite for Children](#)

Comprehensive 2-year program. Gold standard in Texas.

Wilson Reading System

[Wilson Language Training](#)

Tier 3 intervention for grades 2-12 and adults. Highly structured.

Basic Language Skills

[Neuhaus Education Center](#)

Multisensory structured language curriculum for early intervention.

Multisensory Teaching Approach (MTA)

[Educators Publishing Service](#)

Orton-Gillingham based. Systematic phonics instruction.

Lexia Core5

[Lexia Learning](#)

Digital adaptive program. Good for supplemental practice.

LETRS Training

[Voyager Sopris \(teacher PD\)](#)

Professional development for TEACHERS in the science of reading.

Glossary of Terms

ARD	Admission, Review, and Dismissal committee — the Texas term for an IEP team meeting.
CALT	Certified Academic Language Therapist — advanced dyslexia specialist credential.
FIIE	Full Individual and Initial Evaluation — the comprehensive assessment under IDEA.
IDEA	Individuals with Disabilities Education Act — federal special education law.
IEP	Individualized Education Program — legally binding document for special education services.
LDT	Licensed Dyslexia Therapist — highest credential for dyslexia intervention in Texas.
OSEP	Office of Special Education Programs — federal oversight body.
PDI	Provider of Dyslexia Instruction — trained educator delivering Structured Literacy.
PLAAFP	Present Levels of Academic Achievement & Functional Performance — IEP baseline section.
RAN	Rapid Automatized Naming — speed of naming familiar items; key dyslexia indicator.
SDI	Specially Designed Instruction — the legal classification that triggers IEP eligibility.
SLD	Specific Learning Disability — the IDEA category that includes dyslexia.
TTS/STT	Text-to-Speech / Speech-to-Text — assistive technology tools.
504 Plan	Section 504 accommodation plan — provides accommodations but fewer protections than IEP.

Parent Quick-Start Guide

Start here. One step at a time.

WEEK 1: Learn

Read pages 4-12. Understand what dyslexia IS and how it shows up. Share the Myth Busters cards with family members who need education.

WEEK 2: Evaluate

If not already done, send the FIIE request letter (p.14) TODAY. Set up a meeting with the teacher. Start documenting homework time.

WEEK 3: Build Routines

Print the Daily Home Routine checklist. Start 15 minutes of tactile phonics practice daily. Set up Learning Ally or Bookshare for 'ear reading.'

WEEK 4: Advocate

Attend the ARD meeting prepared (use checklist on p.17). Request assistive technology be added to the IEP. Begin Progress Monitoring log.

ONGOING: Protect

Use the Strengths Finder weekly. Ensure daily protected time for non-academic strengths. Monitor emotional wellness. Celebrate effort, not grades.

Important Disclaimer

These resources are for educational purposes only and do not constitute medical advice, diagnosis, or treatment. The information in this toolkit supports educators and families in navigating the dyslexia evaluation and intervention process within Texas public schools. It is not a substitute for professional evaluation, clinical intervention, or legal counsel. Consult a qualified healthcare professional for medical concerns regarding your child's development. Consult a special education attorney for legal disputes with your school district. The creators of this toolkit are not liable for any outcomes resulting from the use of these materials.

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