

DYSLEXIA

DEFINED



TEXAS
SCOTTISH RITE HOSPITAL
FOR CHILDREN

www.tarhc.org

2011

Frequently Asked Questions About Dyslexia



What is dyslexia?

The primary symptoms of dyslexia are:

- problems learning the letter names and sounds.
- difficulty in reading single words, such as words on flashcards or in a list.
 - lack of **fluency**.
- reading slowly with many mistakes.
- difficulty with learning to spell.

In addition, students may have:

- difficulty understanding what they read.
- difficulty writing sentences or paragraphs.

Dyslexia is called a specific learning disability.

- It makes it difficult to do well in school.
- It may qualify a student for extra support in the classroom, special accommodations, or special education services.

Frequently Asked Questions About Dyslexia



What causes dyslexia?

- a difference in the way the brain works
- problems in the development of **phonological awareness**

Includes difficulty with:

- understanding the sound system of our language
 - recognizing individual speech sounds in words
 - learning how letters represent those sounds
 - remembering sounds in the correct order
 - the ability to quickly say letter names, object names, and name common words

Dyslexia is **not** due to:

- a lack of intelligence.
- a lack of motivation to learn to read.

Frequently Asked Questions About Dyslexia



How does someone with dyslexia learn to read?

- Early identification and treatment are important.
- Scientifically based research guides us in finding the best methods to use
 - instruction by a specifically trained person
 - use of **multisensory**, structured language program

How do we know the rights of an individual with dyslexia?

- Texas has a “Dyslexia Law” and a Dyslexia Handbook (see page 9)

How common is dyslexia?

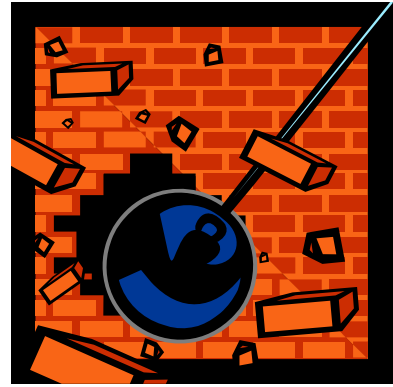
- 15-20% of the general population has a language-based learning disability.
- 70-80% of the students with specific learning disabilities receiving special education services have deficits in reading.
- Dyslexia is the most common cause of reading, writing and spelling difficulties.

The Definition of Dyslexia

The following definition was adopted by the Board of Directors, International Dyslexia Association, November 2002, and included in the Dyslexia Handbook, Revised 2007 by the Texas Education Agency.

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.

Breaking Down the Definition...



“Dyslexia is a specific learning disability”

- one specific type of learning disability
- not the same as the term “learning disability” that qualifies a student for special education
- may exist along with other conditions as attention deficit hyperactivity disorder (ADHD) or an oral language disorder

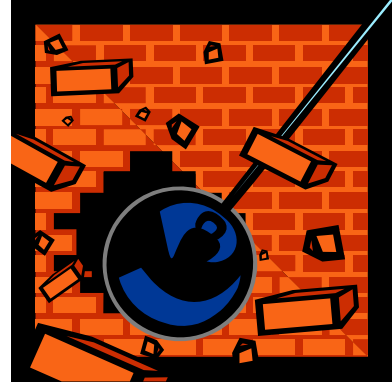
“...neurological in origin

- When a person has dyslexia, their brain works differently.
- These differences have been shown in studies of the brain.

“characterized by difficulties with accurate and/or fluent word recognition and by poor spelling.”

- The student misreads common words.
- The student stumbles over words when reading.
 - A student may read a word correctly once and then misread it another time.
- The student misspells common words and has problems using spelling rules.

Breaking Down the Definition...



“...difficulties typically result from a deficit in the phonological component of language...”

- The “phonological component” is the sound system of our language.
- Problems with these skills lead to problems in learning to read.
- Surprisingly, intelligence does not always lead to strong reading skills.
- This explains why a child who does well in other areas can struggle with reading.

Phonological processing abilities include:

- phonemic awareness
- phonological memory
- rapid naming

Phonemic awareness is the ability to recognize the individual sounds in spoken words, pull them apart or “play with them.”

Phonemic Awareness Skills

- Rhyme
bat, sat, hat, mat, splat
- Alliteration
Sid slid safely to second.
- Blending
Putting sounds together: “k” + “a” + “t” = cat
- Segmentation
Pulling sounds apart: cat = “k” + “a” + “t”
- Manipulation
Moving sounds around: Move “s” from the beginning of stop to the end = tops

Phonological memory is remembering the correct order of sounds in words.

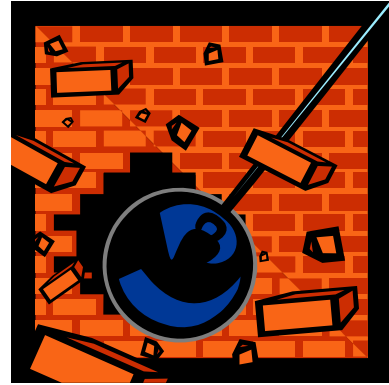
Difficulty remembering the correct order of sounds leads to difficulty in reading and spelling long words.

- “proibly” for “probably”

Rapid naming is

- *quickly naming colors, numbers, letters and objects*
- *quickly naming common words*
- *quickly pulling names from memory*

Breaking Down the Definition...



“...unexpected in relation to other cognitive abilities and the provision of effective classroom instruction”

- it is a surprise that the child struggles to read
- good reading is not predicted by
 - age
 - intelligence
 - other abilities in school.
- Good classroom instruction is important!
- Watching how the student responds to good instruction can lead to earlier intervention.

“...secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”

- Recognizes that if a child struggles to read, that child will read less.
- A child who reads less, does not “practice” and does not improve as quickly as classmates.
- A child who reads less learns fewer vocabulary words for reading comprehension.

Effective Instruction for Students with Dyslexia

Current research and the law guide us when choosing the best way to instruct students with dyslexia. The most effective **interventions** are language-based while using **multisensory** teaching techniques and instruction that teaches specific strategies for reading and spelling. The structure of written American English is best presented using a logical system, presented in a specific order with skills that build on those already taught. All aspects of language need to be taught, and the instruction needs to be intensive and based on **phonics**. These methods have been shown to give students the tools needed to master reading, writing and spelling.

Following is the description provided in the Texas Dyslexia Handbook.

Texas Education Agency Components of Instruction for Dyslexia

The instructional program should be offered in a small class setting and include reading, writing and spelling, as appropriate. The major instructional strategies should utilize **individualized**, intensive, and **multisensory** methods as appropriate.

Components of instruction, as appropriate for the reading needs of the student, include:

- **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. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing;
- 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; and
- **Strategy-oriented instruction** in the strategies students use for decoding, encoding, word recognition, fluency and comprehension that students need to become independent readers.

Instructional approaches, as appropriate to meet the instructional needs of the student, include the following:

- **Explicit, direct instruction** that is systematic (structured), sequential and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (**alphabetic principle**) with no assumption of prior skills or language knowledge and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels and demonstration of progress;
- **Individualized** instruction that meets the specific learning needs of each individual student in a small group setting.
- A **reading curriculum** that matches each student's individual ability level and contains all of the Components of Instruction mandated in 19 TAC §74.28;
- **Intensive**, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, produces results, and contains all the Components of Instruction mandated in 19 TAC §74.28 (e.g., homogeneous small-group instruction, 50 minutes per day in individual or small-group instruction in addition to 90 minutes of core instruction [time amounts are examples], weekly progress monitoring to ensure adequate progress and learning, appropriate setting outside the class designated by the school);
- **Meaning-based instruction** that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and
- **Multisensory** instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, and tactile) during teacher presentations and student practice.

Teachers of students with dyslexia shall be prepared to utilize these techniques and strategies. They may also serve as trainers and consultants in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

Source: Texas Education Agency *The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders*, pages 21-22. Austin, Texas: Texas Education Agency. Copyright © Texas Education Agency. All rights reserved.

The Texas Dyslexia Law



House Bill 157, passed in 1985, states "the State Board of Education shall approve and from time to time review a program under which students enrolled in public schools in this state are tested for dyslexia and related disorders at an appropriate time. In accordance with the program approved by the State Board of Education, the Board of Trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder."

In summary, district requirements include:

- provide early identification, **intervention** and support
- implement procedures for students with dyslexia and related disorders according to State Board of Education strategies (i.e., Dyslexia Handbook)
- provide training of educators about dyslexia
- provide treatment (instruction) for students with dyslexia
- notify parents in writing before an **assessment** or identification
- procedure is used with an individual student
- provide student with services of a teacher trained in dyslexia
- provide a parent education program that includes:
 - awareness of characteristics of dyslexia and related disorders
 - information on testing and diagnosis of dyslexia
 - information on effective strategies for teaching students with dyslexia
 - awareness of information on modification of classroom instruction and standardized testing

For a complete list of district requirements, please see The Dyslexia Handbook – Revised 2007, Updated 2010, Procedures Concerning Dyslexia and Related Disorders, Appendix C, page 41-42.

Suggestions for Parents



Learn about dyslexia.

- Expand your knowledge by reading selections from the recommended reading list.
- Attend conferences and presentations by professionals in the field.
- Attend seminars that address areas of particular difficulty for your child.
- Join support groups found:
 - within your child’s school
 - in your local community
 - within branches of the International Dyslexia Association (www.interdys.org)

Understand your child’s strengths and challenges and help your child understand them.

- Take the mystery out of dyslexia by talking to your child about the learning difficulty and its effect on learning.
- Acknowledge your child’s challenges in school.
- Talk about specific challenges your child has in school and develop a plan for working with the school to resolve them.
- Support your child’s personal learning style, the ways your child learns best.
- Acknowledge and support your child’s ability to learn despite reading and writing difficulties.

Suggestions for Parents



Support your child.

- Share reading experiences as a family by listening to books and stories while in the car or reading aloud to your child.
- Provide audio books when your child needs to understand the text, but the reading level is too difficult.
- Explore a variety of learning experiences such as museums, historical sites, community events and other opportunities for learning.
- Provide opportunities for your child to explore, develop and share areas of interest, ability or talent.
- Assist your child with organization of time, study area and materials.
- Praise your child frequently and specifically for good effort as well as for success in a variety of areas, not just schoolwork.
- Assist your child in developing study strategies:
 - Homework completion plan
 - Planning for long-term or complex assignments
 - Break large assignments into smaller steps
 - Incorporate technology

Suggestions for Parents

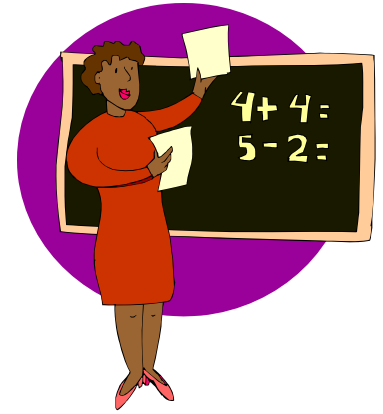


Collaborate with educators.

- Develop an understanding of the school's responsibilities to your child.
 - Use the Dyslexia Handbook provided by the Texas Education Agency (TEA).
- Develop a team approach made up of the teacher, your child and you.
 - Focus on the success of your child.
- Request appropriate accommodations that are specific to your child's needs.
- At the beginning of the year, let each teacher know what has worked for your child in the past.
- Praise the teacher for efforts made on the behalf of your child.

*Encourage ways of teaching and learning
that optimize your child's abilities.*

Suggestions for the Classroom Teacher



Accommodations that allow students to efficiently acquire information and demonstrate knowledge.

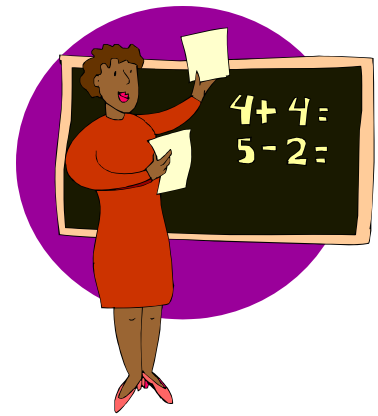
Allow students to contribute to the class in areas of special talents or interests.

- Building three-dimensional projects
- Group activities
- Demonstrations
- Mechanical projects
- Art projects
- Oral reports

Create a learning environment that is not limited by reading and writing.

- Grade oral class participation in addition to written assignments.
- Ask students to listen to information and report orally on a specific topic.
- Substitute oral reports for written assignments whenever appropriate.
- Allow oral and/or un-timed testing whenever possible.
- Provide a “reader” and/or “secretary” for tests which cannot be given orally.
- Provide recordings of content area textbooks and tests.
- Allow students to record lectures, test reviews and test responses.

Suggestions for the Classroom Teacher



Make directions clear and brief.

- Ask the student to re-state instructions to make sure he understands.
- Give directions one step at a time.
- Provide examples.
- Encourage students to ask questions and treat each question with patience.

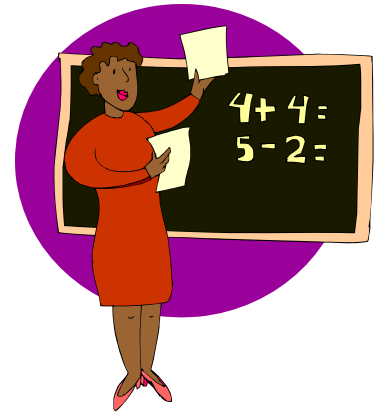
Break assignments into steps.

- Develop and model organizational strategies.
- Help student develop a timeline for long assignments.
- Guide student to devise a system for tracking assignments.
- Give student ample preparation time.

Provide seat assignments that maximize success for all students.

Call on a student to read aloud only when he or she volunteers or is given advance notice.

Suggestions for the Classroom Teacher



Allow sub-vocalizing when reading and writing.

Encourage students to use specific procedures:

- Name each letter before writing it.
- For spelling: repeat word spell orally, and write.
- Verbalize procedures for decoding unfamiliar words.

Allow students to use cursive handwriting and to write larger than normal, if necessary.

Allow students to use a computer to complete longer written assignments (after student has learned keyboarding skills.)

*“If a student can’t learn the
way we teach,
then we will teach
the way he learns.”*

The Gordon School

Bibliography

Adams, M.J., (1990). *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: MIT Press.

Birsh, Judith R., editor. (2005). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing Company.

Hook, Pamela, and Jones, Sandra. (2002). The importance of automaticity and fluency for efficient reading comprehension. *Perspectives*, Winter 2002, Vol. 28, no. 1.

"Just the Facts: Dyslexia Basics". The International Dyslexia Association. May 6, 2008 <http://www.interdys.org/ewebeditpro5/upload/Dyslexia_Basics_FS_-_final_81407.pdf>.

Lieberman, I.Y., and Shankweiler, D. (1985). Phonology and the problems of learning to read and write. *Remedial and Special Education* 6: 8-17.

Lyon, Reid, (1995). Toward a definition of dyslexia. *Annals of Dyslexia* XLV: 3-27.

Shaywitz, S.E. (1996). Dyslexia. *Scientific American* 275, 98-104.

Shaywitz, M.D., Sally (2003), *Overcoming Dyslexia*, New York, NY: Alfred A. Knopf.

Texas Education Agency 2010 *The Dyslexia Handbook – Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders*. Austin, Texas: Texas Education Agency.
www.region10.org/Dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf

Torgesen, J.K., (1995): *Phonological Awareness: A Critical Factor In Dyslexia*. Orton Emeritus Series, Baltimore, MD: Orton Dyslexia Society.

Glossary

Accommodations – changes or adjustments in the learning environment, materials, delivery method, or number of answers. Accommodations/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS) student expectations.

Alphabetic Principle – the concept that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

Assessment – Use of the child's educational history, proven methods and tools of psycho-educational evaluation to clarify and confirm teacher and parent concerns. Together, this information is interpreted to make appropriate diagnoses and recommendations. Recommendations include research based intervention and accommodations for problems associated with the child's academic learning disorder and associated medical conditions.

Explicit, Direct Instruction – instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

Fluency – the ability to read with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.

Graphophonemic Knowledge – an understanding 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. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

Individualized Instruction – instruction that meets the specific learning needs of an individual student. Materials and methods are matched to each student's individual ability level.

Intervention – a change in the intensity and/or the manner of instruction in the area of learning difficulty to improve performance and achieve adequate progress.

Linguistic Instruction – instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning.

Meaning-Based Instruction – instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

Morphology – the study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

Multisensory Instruction – instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.

Phonemic awareness – awareness of the smallest units of sounds in words. Includes the ability to isolate and manipulate individual sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

Phonics – instructional practices that emphasize how spelling is related to speech sounds in systematic ways; explicit instruction in letter-sound correspondences.

Phonological Awareness – both the knowledge of and the sensitivity to the sound or phonological structure of words. Phonological awareness involves the ability to notice, think about, and manipulate sound segments, such as syllables, in words. It includes the skills of rhyming; segmenting syllables; isolating beginning, middle and final sounds; segmenting , adding, deleting, and substituting sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

Pragmatics – the set of rules that dictates behavior for communicative intentions in a particular context and the rules of conversation or discourse (Birsh).

Rapid Naming – a speed naming task, most often administered to pre-readers, in which the individual is asked to name quickly a series of printed letters, number, or blocks of color repeated over and over in random order (Birsh).

Semantics – the meaning of words and the relationships among words as they are used to represent knowledge of the world (Birsh).

Strategy-Oriented Instruction – thoughtfully ordered step-by-step instruction in the processes that students need to become independent readers, including methods for decoding, encoding, word recognition, fluency, and comprehension.

Syntax – the system by which words may be ordered in phrases and sentences; sentence structure; grammar (Birsh).

Sources for Glossary: Birsh, Judith R., editor. (2005). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing Company.

"Just the Facts: Dyslexia Basics". *The International Dyslexia Association*. June 10, 2008
http://www.interdys.org/ewebeditpro5/upload/Basics_Fact_Sheet_5-08-08.pdf

Texas Education Agency 2007 *The Dyslexia Handbook – Revised 2007: Procedures Concerning Dyslexia and Related Disorders*. Austin, Texas: Texas Education Agency.
<http://www.tea.state.tx.us/curriculum/elar/2007EnglishHandbook.pdf> Copyright © Texas Education Agency. All rights reserved.

Recommended Reading for Parents and Teachers of Children with Dyslexia



Start here:

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at any Level by Sally Shaywitz, M.D.

Explains for parents and educators how recent scientific breakthroughs are used to understand the cause and treatment of dyslexia. Practical advice and specific resources are given for helping primary and secondary school children with dyslexia become better readers. This book will give you the basics on testing, teaching and choosing a school. (www.aaknopf.com)

The Dyslexia Handbook –Revised 2007, Updated 2010: Procedures Concerning Dyslexia and Related Disorders

Outlines state statute, SBOE guidelines, and federal requirements on identifying and providing instruction to students with dyslexia and related disorders.

www.region10.org/Dyslexia/Documents/DyslexiaHandbook11-10-2010.pdf

Additional Reading for Parents and Teachers



Life Success for Students with Learning Disabilities: A Family Guide by Marshall Raskind, Ph.D., Eleanor Higgins, Ph.D., Roberta Goldberg, Ph.D., and Kenneth L. Herman, Ph.D.

This guide is based on over 20 years of research conducted by the Frostig Center in Pasadena, California. The research traced the lives of individuals with learning disabilities in an attempt to identify factors that predicted successful life outcomes.

(<http://www.ldsuccess.org/pdf/LifeSuccessParentGuide.pdf>)

Straight Talk About Reading by Susan Hall and Louisa Moats.

Today's parents are increasingly concerned about the reading and spelling skills taught in schools and are taking charge of their children's education. This book provides a resource for parents concerned about children who have difficulty reading. The authors recommend early exposure to reading in order to aid children in their cognitive development and familiarize them with a wide range of vocabulary, the structure of printed words, and story development. Contemporary Books, 1-800-323-4900, ext.147.

Basic Facts about Dyslexia: What Everyone Ought to Know by Louisa Cook Moats and Karen E. Dakin.

This essential resource defines dyslexia and illustrates, with real-life examples, how to recognize dyslexia and other reading problems at various stages of development, from preschool to adulthood. The authors have masterfully selected and distilled the most significant research in the field to create this descriptive and informative resource.

<http://www.interdys.org>

Educational Care: A System for Understanding and Helping Children with Learning Differences at Home and in School, 2nd Edition by Mel Levine.

This book, written as a resource for parents and teachers, is based on the premise that education should be a system of care that provides for the needs of individual students. The book identifies and describes 26 common behaviors or phenomena that can appear in students at different ages and interfere with learning. Brief case studies illustrate each phenomenon. The phenomena are grouped according to the following 6 themes: weak attention controls, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor adaptation in school.
www.amazon.com

No One to Play With: Social Problems of LD and ADD Children – Revised 1996 Edition by Betty Osman.

This is a well-presented, no-nonsense book explaining that a learning disabled child often experiences difficulties with social skills. Ms. Osman refers to these difficulties as “living disabilities” and explains that some children may not acquire social skills on their own. This book outlines how to teach social skills concretely and specifically, similar to instruction in an academic subject. (Academic Therapy Publications) www.amazon.com

Smart Kids with School Problems by Priscilla Vail.

Parents and teachers of gifted students with learning disabilities should be grateful for this definitive work on “conundrum kids”: the superb writer who can’t add, the talented speech maker who can’t write legibly. Chapters on young children provide practical suggestions and ideas for parents trying to decide when the child should start school and teachers trying to cope. The work also covers students up through college and deals with the topics of visual learning, motor functioning, auditory learning, language and learning, and psychological problems. Strategies for dealing with standardized tests and conquering the world of college are also included. An annotated bibliography completes this hallmark work. (Modern Learning Press) www.amazon.com

Recommended Reading to and by Children



How Dyslexic Benny Became A Star: A Story of Hope for Dyslexic Children and Their Parents by Joe Griffith.

A fifth-grader who is frustrated and humiliated because he can't read as well as his classmates becomes a star on the football field, and when he is diagnosed with dyslexia, he finds that he has a whole team of people ready to help. Yorktown Press.

Thank You, Mr. Falker by Patricia Polacco.

Polacco shares her childhood triumph over dyslexia and discovery of reading in an inspiring story. Young readers struggling with learning difficulties will identify with Trisha's situation and find reassurance in her success. (Putnam Publishers)

Charlie's Challenge by Ann Root and Linda Gladden.

"This book is an excellent diagnostic tool for parents and educators to explain the detection, diagnosis, and treatment of dyslexia. I highly recommend this book." Nancy Nussbaum, neuropsychologist
Available from: Amazon.com

The Hank Zipzer Series: I Got a "D" in Salami and More by Henry Winkler

Inspired by the true life experiences of Henry Winkler, this award winning series about the world's greatest underachiever is funny, touching, and deals with learning differences in a gentle and humorous manner. (Grosset & Dunlap Publishers)

Additional Books to Share with Children



All Kinds of Minds by Mel Levine, M.D.

Young students will easily identify with the characters in this fictitious account of five appealing children who have learning differences. Each student comes to understand his or her mind's strengths and weaknesses, and all learn about getting help from others, helping themselves, and building on their strengths. (Educators Publishing Service)

Guidelines to All Kinds of Minds by Mel Levine, M.D.

Provides teacher, parent, and clinician support for using this book in a variety of settings: small group, whole class, tutorial, counseling, or at home. (Educators Publishing Service)

Keeping a Head in School Grades 4-12

This nonfiction book, aimed primarily at 9 to 15 year olds, helps students struggling with learning differences gain insights into their own problems. *Keeping a Head in School* can be used as an effective shared reading experience for parents and children. Tutors, counselors, and psychotherapists may find it helpful to discuss particular chapters with students. This book is also an excellent reference for students without learning differences as a way to better understand the challenges facing their peers who do struggle in school. It is also a handy reference for secondary-school courses on health, development, learning, or psychology. (www.epsbooks.com)

Additional Resource for Teachers:

Multisensory Teaching of Basic Language Skills by Judith Birsh.

This guide reveals the benefits of using multisensory instruction in any classroom. After they review 50 years of research and clinical experience with children and adults with learning disabilities, the contributing authors explain how and why multisensory methods work. (<http://www.brookespublishing.com/store/learningdisabilities>)

RESOURCES

<p>ALTA Academic Language Therapy Association 14070 Proton Rd., Suite 100, LB9 Dallas, TX 75244 (972) 233-9107 x208 Fax: (972) 490-4219 HELPLINE: (866) 283-7133 www.ALTAread.org</p>	<p>Recording for the Blind and Dyslexic, Inc. 20 Roszel Rd. Princeton, NJ 08540 (800) 221-4792 www.rfbd.org</p>
<p>Department of Pediatrics/University of Texas at Houston Children's Learning Institute 7000 Fannin Suite 2300 Houston, TX 77030 (713) 500-3709 http://cli.uth.tmc.edu/</p>	<p>Recording for the Blind and Dyslexic Southwest Region – Texas Location 1314 West 45th Street Austin, TX 78756 (512) 323-9390 www.rfbd.org/Locations/Southwest-Region-Home/80/</p>
<p>International Dyslexia Association 40 York Rd., 4th Floor Baltimore, MD 21204 (410) 296-0232 www.interdys.org</p>	<p>Talking Book Program Texas State Library & Archives Commission P.O. Box 12927 Austin, TX 78711-2927 (800) 252-9605; in Austin, (512) 463-5458 Email: tbp.services@tsl.state.tx.us http://www.tsl.state.tx.us/tbp</p>
<p>Learning Disabilities Association 4156 Library Rd. Pittsburgh, PA 15234-1349 (412) 341-1515 www.ldanatl.org</p>	<p>Texas Education Agency State Dyslexia Coordinator Region 10 Education Service Center 400 East Spring Valley Rd. P.O. Box 831300 Richardson, TX 75083-1300 (800) 232-3030 or (972) 348-1410 Publications TEA 1701 N. Congress Austin, TX 78701-1494 (512) 463-9744 www.tea.state.tx.us</p>
<p>Learning Disabilities Association of Texas 1011 W. 31st St. Austin, TX 78705 (512) 458-8234 (800) 604-7500 www.ldat.org</p>	<p>Texas Scottish Rite Hospital for Children Luke Waites Center for Dyslexia and Learning Disorders 2222 Welborn Street Dallas, TX 75219 (214) 559-7815 www.tsrhc.org</p>

Education Service Center Dyslexia Contacts

For more information about dyslexia services, contact your regional Education Service Center.
When you phone, ask for the dyslexia contact for your region.

<p>Region I 1900 W. Schunior Edinburg, TX 78549 (956) 984-6000 www.esc1.net</p>	<p>Region II 209 N. Water Street Corpus Christi, TX 78401-2599 (361) 561-8400 www.esc2.net</p>	<p>Region III 1905 Leary Lane Victoria, TX 77901-2899 (361) 573-0731 www.esc3.net</p>
<p>Region IV 7145 W. Tidwell Houston, TX 77092-2096 (713) 462-7708 www.theansweris4.net</p>	<p>Region V 2295 Delaware Street Beaumont, TX 77703-4299 (409) 838-5555 www.esc5.net</p>	<p>Region VI 3332 Montgomery Road Huntsville, TX 77340-6499 (936) 435-8400 www.esc6.net</p>
<p>Region VII 1909 N. Longview St. Kilgore, TX 75663-6827 (903) 988-6700 www.esc7.net</p>	<p>Region VIII P.O. Box 1894 Mt. Pleasant, TX 75456-1894 (903) 572-8551 www.esc8.net</p>	<p>Region IX 301 Loop 11 Wichita Falls, TX 76309-3706 (940) 322-6928 www.esc9.net</p>
<p>Region X 400 E. Spring Valley Rd. Richardson, TX 75083-1300 (972) 348-1700 www.region10.net</p>	<p>Region XI 3001 North Freeway Fort Worth, TX 76106 (817) 740-3600 www.esc11.net</p>	<p>Region XII P.O. Box 23409 Waco, TX 76702-3409 (254) 666-0707 www.esc12.net</p>
<p>Region XIII 5701 Springdale Road Austin, TX 78723-3675 (512) 919-5313 www.esc13.net</p>	<p>Region XIV 1850 State Hwy 351 Abilene, TX 79601-4750 (325) 675-8600 www.esc14.net</p>	<p>Region XV P.O. Box 5199 San Angelo, TX 76902-5199 (325) 658-6571 www.netxv.net</p>
<p>Region XVI 5800 Bell St. P.O. Box 30600 Amarillo, TX 79109 (806) 376-5521 www.esc16.net</p>	<p>Region XVII 1111 W. Loop 289 Lubbock, TX 79416-5029 (806) 792-4000 www.esc17.net</p>	<p>Region XVIII P.O. Box 60580 Midland, TX 79711-0580 (432) 563-2380 www.esc18.net</p>
<p>Region XIX P.O. Box 971127 El Paso, TX 79997-1127 (915) 780-1919 www.esc19.net</p>	<p>Region XX 1314 Hines Avenue San Antonio, TX 78208-1899 (210) 370-5200 www.esc20.net</p>	