



DYSLEXIA, DYSGRAPHIA & DYSCALCULIA HANBOOK NOTES

Welcome

This DDOK Notes Tool is designed to help educators and parents and provides a structured space for documenting key decisions, follow-up needs, and observations tied to each section of the handbook outline. We hope this supports both individual use and team collaboration for using the handbook to support students.

Preface

- How to use this handbook
- Accessibility, Assistive Technology, and Accessible Educational Materials

Chapter 1: Introduction to Dyslexia, Dysgraphia, and Dyscalculia

- #SayDyslexia in Schools
- Lifelong Impact and Student Wellness
- Student Advocacy
- Family & School Partnerships
- Parent Training and Support

Chapter 2: Building a Supportive District

- Building a Supportive District
- Dropout and Graduation
- Counselors and Transition Supports
- District Professional Development

Chapter 3: Instructional Systems

- Introduction to Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS)
- Universal Design for Learning (UDL)
- Basics of Accommodations

Chapter 4: Defining Dyslexia

- Dyslexia Definition
- Characteristics of Dyslexia
- Recognizing Dyslexia

Chapter 5: Screening for Risk of Characteristics of Dyslexia

- Universal Screening
- Strong Readers Act
- Screening for Characteristics of Dyslexia
- Screening in Multi-Tiered Systems of Support (MTSS)
- Dyslexia Checklist for Teachers

Chapter 6: Effective Core Reading Instruction

- Defining the Science of Reading
- The Reading Brain
- How Do We Learn to Read Using the Simple View of Reading?
- Components of Effective Instruction Using the Reading Rope
- Knowledge and Practice Standards for Teachers of Reading

Chapter 7: Intervention for Students with Dyslexia

- Why Is Reading Difficult for Students with Dyslexia?
- Delivering Tiered Dyslexia Intervention
- Considerations for Intervention
- Computer Programs for Instruction
- AT: Dyslexia Supports

Chapter 8: Adolescent Literacy

- Adolescent Literacy..
- Instruction and Intervention.
- Tools for Teachers.
- Special Considerations for Students with Dyslexia/Persistent Reading Difficulties
- AT: Dyslexia Supports for Adolescents

Chapter 9: Defining Dysgraphia

Dysgraphia Definition

Chapter 10: Characteristics of Dysgraphia

- Signs and Symptoms of Dysgraphia
- Dysgraphia: Teacher Observation Checklist

Chapter 11: Effective Instructional Practices for Students with Dysgraphia Across the Continuum

- Why is Writing Difficult?
- Delivering Tiered Dysgraphia Intervention
- Considerations for Special Situations
- AT: Dysgraphia Supports

Chapter 12: Defining Dyscalculia

- Dyscalculia Defined
- Recognizing Dyscalculia
- Math Proficiency Act
- Related Conditions with Dyscalculia

Chapter 13: Characteristics of Dyscalculia

- Signs and Symptoms of Dyscalculia
- Mathematics and Language

Chapter 14: Effective Instructional Practices for Students with Dyscalculia Across the Continuum

- Understanding Math Difficulties
- Core Mathematics Instruction (Tier 1)
- Math Intervention
- AT: Dyscalculia Supports

Chapter 15: Special Education Services

- Dyslexia, Dysgraphia, and Dyscalculia versus a Specific Learning Disability
- Evaluation and Eligibility for Special Education Services
- Using Evaluation to Design an Individualized Education Program (IEP)
- Section 504 Evaluation
- Section 504 Plan or IEP
- Least Restrictive Environment (LRE)

Chapter 16: Special Population Considerations

- Giftedness and Twice-Exceptional Students
- English Learners (ELs)
- Cultural, Educational, and Experiential Considerations
- Evidence-Based Practices for Equitable Support
- Progress Monitoring and Data-Based Decision Making
- WIDA in Oklahoma: What Educators Need to Know
- The Importance of Home Language and the Benefits of Multilingualism
- Co-Occurring Disabilities

Appendix, Glossary, Citations
