

# Brookeland ISD District Dyslexia Plan

**Brookeland ISD  
187 Wildcat Walk  
Brookeland, TX 75931**

Brookeland Independent School District does not discriminate on the basis of race, color, national origin, sex, religion, age, disability in employment or provision of services, programs or activities.

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# Brookeland Independent School District

## Steps in the Dyslexia Process

In February 2022, the pathway in which students are evaluated for Dyslexia and/or Dysgraphia, along with the provisions of instruction for students with Dyslexia, was updated.

1<sup>st</sup> – Pre-referral form submitted to teacher, grade level team, and dyslexia coordinator or counselor

2<sup>nd</sup> – Teacher observation questionnaire with data attached

3<sup>rd</sup> – Additional data collected: RTI data, work samples, teacher notes, report cards, online based assessments: Renaissance Star, DMAC (District Benchmarks, Progress Monitors per subject), CLI (Circles, Texas KEA, TPRI), STAAR test.

# Brookeland Independent School District

## Steps in the Dyslexia Process Continued

4<sup>th</sup> – Nurse referral submitted and received (Vision and Hearing screening)

5<sup>th</sup> – Student file will be referred for FIIE (Full Individual and Initial Evaluation) through Special Education.

6<sup>th</sup> – Once the referral is made, data collection will continue and parent(s)/guardian, teacher, and diagnostician to obtain the necessary informed consent for the FIIE through Special Education.

7<sup>th</sup> – Once parent consent is obtained the FIIE process through Special Education will proceed.

8<sup>th</sup> – The collection of student data will continue as mentioned in the third step.

9<sup>th</sup> – If, for any reason, the parent or guardian denies the special education process, the parent or guardian will need to consent to a Section 504 Evaluation.

# Definition of Dyslexia - Texas Education Code

Texas Education Code (TEC) §38.003 defines dyslexia and related disorders in the following way: “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. “Related disorders” include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

TEC §38.003(d)(1)-(2) (1995)

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

# Definition of Dyslexia - International Dyslexia

The International Dyslexia Association defines “dyslexia” in the following way: 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.

Adopted by the International Dyslexia Association Board of Directors,  
November 12, 2002

# EARLY IDENTIFICATION IS CRITICAL

Since dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning, it is critical that identification and intervention occur as early as possible.

Early identification is critical because the earlier the intervention, the easier it is to remediate.

- Inexpensive screening measures identify at-risk children in mid-kindergarten with 85 percent accuracy.
- If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75 percent (pp. 279-280).

# Primary Characteristics of Dyslexia

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored without prosody)
- Difficulty spelling



# Primary Characteristics of Dyslexia

The reading/spelling characteristics are most often associated with the following:

- Segmenting, blending, and manipulating sounds in words (phonemic awareness)
- Learning the names of letters and their associated sounds
- Holding information about sounds and words in memory (phonological memory)
- Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid naming)

# Cognitive Processes of Dyslexia

Difficulties in phonological and phonemic awareness are typically seen in students with dyslexia and impact a student's ability to learn letters and the sounds associated with letters, learn the alphabetic principle, decode words, and spell accurately. Rapid naming skills may or may not be weak, but if deficient, they are often associated with difficulties in automatically naming letters, reading words fluently, and reading connected text at an appropriate rate. Memory for letter patterns, letter sequences, and the letters in whole words (orthographic processing) may be selectively impaired or may coexist with phonological processing weaknesses. Finally, various language processes, such as morpheme and syntax awareness, memory and retrieval of verbal labels, and the ability to formulate ideas into grammatical sentences, may also be factors affecting reading (Berninger & Wolf, 2009, pp. 134–135).

# Common Risk Factors Associated with Dyslexia

If the following behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia. A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning. A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014). The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.

# Consequences of dyslexia may include the following

- ▶ Variable difficulty with aspects of reading comprehension
- ▶ Variable difficulty with aspects of written language
- ▶ Limited vocabulary growth due to reduced reading experiences

# Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawnmower”)
- Poor auditory memory for nursery rhymes and chants
- Difficulty adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters
- Trouble remembering the letters in his/her name
- Aversion to print (e.g., doesn’t enjoy following along if a book is read aloud)

# Kindergarten and First Grade

- Difficulty breaking words into smaller parts, or syllables (e.g., “baseball” can be pulled apart into “base” “ball” or “napkin” can be pulled apart into “nap” “kin”)
- Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m//ă//n/)
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically)<sup>14</sup>

# Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling (e.g., “after” spelled “eftr”)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

# Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)
- Avoidance of reading (particularly for pleasure)
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., “big” instead of “enormous”)
- Reliance on listening rather than reading for comprehension



# Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty reading fluently (e.g., reading is slow, inaccurate, and/or without expression)
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

# Postsecondary

Some students will not be identified as having dyslexia prior to entering college. The early years of reading difficulties evolve into slow, labored reading fluency. Many students will experience extreme frustration and fatigue due to the increasing demands of reading as the result of dyslexia. In making a diagnosis for dyslexia, a student's reading history, familial/genetic predisposition, and assessment history are critical. Many of the previously described behaviors may remain problematic along with the following:

- Difficulty pronouncing names of people and places or parts of words
- Difficulty remembering names of people and places
- Difficulty with word retrieval
- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements
- Difficulty with note taking
- Difficulty with written production
- Difficulty remembering sequences (e.g., mathematical and/or scientific formulas)

Appendix H, Students with Disabilities Preparing for Postsecondary Education: Your Rights and Responsibilities has been included for additional information

# Associated Cognitive Processes to Consider:

Orthographic processing - affecting automaticity and spelling

Grapho-motor processing - affecting legibility, speed, and volume

# Assessment for Dyslexia

## State Requirements

In 2017, the 85th Texas Legislature passed House Bill (HB) 1886, amending Texas Education Code (TEC) §38.003, Screening and Treatment for Dyslexia,<sup>1</sup> to require that all kindergarten and first-grade public school students be screened for dyslexia and related disorders. Additionally, the law requires that all students beyond first grade be screened or tested as appropriate.

# Universal Screening

For purposes of this chapter, screening is defined as a universal measure administered to all students by qualified personnel to determine which students are at risk for dyslexia or reading difficulties and/or a related disorder. Screening is not a formal evaluation.

# Timing of Screening

Texas Education Code §38.003 mandates that kindergarten students be screened at the end of the school year. In scheduling the kindergarten screener, districts and charter schools should consider these questions.

- Has adequate time for instruction been provided during the school year?
- Has adequate time been provided to compile data prior to the end of the school year?
- How will the timing of the administration of the screener fit in with the timing of other required assessments?
- Has sufficient time been provided to inform parents in writing of the results of the reading instrument and whether the student is at risk for dyslexia or other reading difficulties?
- Has adequate time been provided for educators to offer appropriate interventions to the student?
- Has sufficient time been provided for decision making regarding next steps in the screening process?

# Assessment for Dyslexia

The initial referral of dyslexia may be made by teacher, grade level team, or parent. The identification and determination of dyslexia is made by the ARD in the case of a special education referral or 504 committee based on the dyslexia pathway.

Teacher referrals should be submitted to the school counselor who works closely with the Sabine County Special Education Coop., and Dyslexia Coordinator. The committee must include members who are knowledgeable about the student being assessed, assessments used, and meaning of the collected data.

# Assessment for Dyslexia Continued

All students are screened utilizing quantitative and qualitative data. The quantitative and qualitative data is collected during the school term. The data is used to move the students in and out of tiers based on student's individual needs. Parent(s) or guardian(s) are encouraged to participate in reviewing the data and take an active role in their student's educational progress in various ways. For example, they are contacted by progress reports, report cards, phone contact, email, notes/letters, student agenda, messenger, agendas, remind app, parent portal, school web page, and or Facebook page.



# Pre-Kindergarten Dyslexia Screening Data

Progress Monitor Math and Reading Language Arts (last week of each six weeks)

Renaissance Early Literacy (**last week of the 6th six weeks**)

Rapid Naming of Letter Sounds (last week of each six weeks)

Rapid Naming of Letter Names (last week of each six weeks)

Pre-Kindergarten (Circles) is given three times yearly. The processing system is CLI Engaged. It is given at the Beginning, Middle, and End of the school term. The parent(s) or legal guardian(s) receives an evaluation report and is encouraged to schedule a parent conference to discuss the student's data.

# Kindergarten Dyslexia Screening Data

Progress monitor Math and Reading Language Arts (last week of each six weeks)

Renaissance Early Literacy (last week of each six weeks)

Renaissance STAR Reading (**last week of the 6th six weeks**)

Renaissance STAR Math (**last week of the 6th six weeks**)

Rapid Naming of Letter Sounds (last week of each six weeks)

Rapid Naming of Letter Names (last week of each six weeks)

Word Fluency (last week of each six weeks)

Rapid Naming of Numbers in Number Order (1-50) (last week of each six weeks)

Rapid Naming of Numbers in Random Order (1 – 50) (last week of each six weeks)

Passage Fluency and rate

# Kindergarten Dyslexia Screening Data Continued

Kindergarten (Texas KEA) is given three times yearly. The processing system is CLI Engaged. It is given at the Beginning, Middle, and End of the school term. The parent(s) or legal guardian(s) receives an evaluation report and is encouraged to schedule a parent conference to discuss the student's data.

# First Grade Dyslexia Screening Data

Progress Monitor Math and Reading Language Arts (last week of each six weeks)

Renaissance Early Literacy (last week of each six weeks)

Renaissance STAR Reading (last week of each six weeks)

Renaissance STAR Math (last week of each six weeks)

Rapid Naming of Letter Sounds (last week of each six weeks)

Rapid Naming of Upper and Lower Case Letter Names (last week of each six weeks)

Rapidly Alphabetizing the Alphabet (last week of each six weeks)

Fluency and Rate of Sight and Spelling Words (last week of each six weeks)

Fluency and Rate of a Grade Level Passage (last week of each six weeks)

# First Grade Dyslexia Screening Data Continued

Rapid Naming of Numbers in Number Order (1-50) (last week of each six weeks)

Rapid Naming of Numbers in Random Order (1 – 50) (last week of each six weeks)

First Grade (TPRI) is given three times yearly. The processing system is CLI Engaged. It is given at the Beginning, Middle, and End of the school term. The parent(s) or legal guardian(s) receive an evaluation report and is encouraged to schedule a parent conference to discuss the student's data.

# Second Grade Dyslexia Screening Data

Progress monitor Math, Science, Social Studies, Reading Language Arts (last week of each six weeks)

Renaissance STAR Reading (last week of each six weeks)

Renaissance STAR Math (last week of each six weeks)

Fluency and Rate of Sight and Spelling Words (last week of each six weeks)

Fluency and Rate of a Grade Level Passage (last week of each six weeks)

Second Grade (TPRI) is given three times yearly. The processing system is CLI Engaged. It is given at the Beginning, Middle, and End of the school term. The parent(s) or legal guardian(s) receive an evaluation report and is encouraged to schedule a parent conference to discuss the student's data.

# Third Grade Dyslexia Screening Data

Progress monitor Math, Science, Social Studies, Reading Language Arts (last week of each six weeks)

Renaissance STAR Reading (last week of each six weeks)

Renaissance STAR Math (last week of each six weeks)

Fluency and Rate of Sight and Spelling Words (last week of each six weeks)

Fluency and Rate of a Grade Level Passage (last week of each six weeks)

Third Grade STAAR tests (Reading and Math) are given at the end of the year. The parent(s) or legal guardian(s) may view the student's evaluation report online. The parent(s) and or legal guardian(s) are encouraged to schedule a parent conference to discuss the student's data upon the return of the upcoming school year.

# Fourth Grade Dyslexia Screening Data

Progress monitor Math, Science, Social Studies, Reading Language Arts (last week of each six weeks)

Renaissance STAR Reading (last week of each six weeks)

Renaissance STAR Math (last week of each six weeks)

Fourth Grade STAAR tests (Math and Reading) are given at the end of the year. The parent(s) or legal guardian(s) may view the student's evaluation report online. The parent(s) and or legal guardian(s) are encouraged to schedule a parent conference to discuss the student's data upon the return of the upcoming school year.



# Fifth Grade Dyslexia Screening Data

Progress monitor Math, Science, Social Studies, Reading Language Arts (last week of each six weeks)

Renaissance STAR Reading (last week of each six weeks)

Renaissance STAR Math (last week of each six weeks)

Fifth Grade STAAR tests (Math, Reading, Science) are given at the end of the year. The parent(s) or legal guardian(s) may view the student's evaluation report online. The parent(s) and or legal guardian(s) are encouraged to schedule a parent conference to discuss the student's data upon the return of the upcoming school year.

# Procedures for Identification Summary

- ▶ Referral is initiated
- ▶ Committee follows Child Find procedures for conducting a full individual and initial evaluation (FIIE) under IDEA
- ▶ Data Gathering
- ▶ Formal Evaluation
- ▶ Review and Interpretation of Data
- ▶ Delivery of Intervention

# State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

TEC §28.006, Reading Diagnosis - This state statute requires schools to administer early reading instruments to all students in kindergarten and grades 1 and 2 to assess their reading development and comprehension. Additionally, the law requires a reading instrument from the commissioner's approved list be administered at the beginning of grade 7 to any student who did not demonstrate proficiency on the sixth-grade reading assessment administered under TEC §39.023(a). If, on the basis of the reading instrument results, students are determined to be at risk for dyslexia or other reading difficulties, the school must notify the student's parents/guardians. According to TEC §28.006(g), the school must also implement an accelerated (intensive) reading program that appropriately addresses the student's reading difficulties and typically enables them to catch up with their peers.

# State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

TEC §38.003, Screening and Treatment for Dyslexia Texas state law requires that public school students be screened and tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program approved by the SBOE must include screening for each student at the end of the kindergarten year and then again during first grade.

Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA). The services offered to students who are reported to be at risk for dyslexia or other reading difficulties should align to the requirements of ESSA, which requires schools to implement comprehensive literacy instruction featuring “age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension” (ESSA, 2015).

# State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

Equal Education Opportunity Act (EEOA) - This civil rights law ensures that all students are given equal access to educational services regardless of race, color, sex, religion, or national origin. Therefore, research-based interventions are to be provided to all students experiencing difficulties in reading, including ELs, regardless of their proficiency in English.

# State and Federal Law Regarding Early Identification and Intervention Prior to Formal Evaluation

Individuals with Disabilities Education Act (IDEA) The most recent reauthorization of this federal act is consistent with ESSA in emphasizing quality of instruction and documentation of student progress. A process based on the student's response to scientific, research-based intervention is one of the criteria included in IDEA that individual states may use in determining whether a student has a specific learning disability, including dyslexia.

# Procedures for Identification

After the initial referral, the process of identifying dyslexia will follow Child Find procedures for conducting a full individual and initial evaluation (FIIE) under the IDEA. These procedural processes require coordination among the teacher, campus administrators, diagnosticians, and other professionals as appropriate when factors such as a student's English language acquisition, previously identified disability, or other special needs are present. The first step in the evaluation process, data gathering, should be an integral part of the district's or charter school's process for any student exhibiting learning difficulties. Documentation of the following characteristics of dyslexia or other disorders may be collected during the data gathering phase:

# Procedure for Identification Continued

## When the Data Leads to a Suspicion of a Disability, Including Dyslexia or a Related Disorder

If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45 school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1) and any other appropriate tiered interventions while the school conducts the FIIE.



# Procedures for Identification

- ▶ Data will be collected on all students
- ▶ Data from Academic performances and RTI will be utilized to monitor student's progress, as well as move students in and out of Tiers based on individual progress
- ▶ Data will be monitored, reviewed and discussed each six weeks: Renaissance Early Literacy, Renaissance Star Reading, Renaissance Star Math, Six Weeks Progress Monitor Assessments, Benchmarks, Oral Word Fluency, Oral Passage Fluency, Word Rate, Passage Rate.
- ▶ Data for formal State Screeners for the Beginning, Middle, and End of the Year will be collected and evaluated.
- ▶ Data will be discussed with parent
- ▶ When evaluating a student for dyslexia, the collection of various data, as indicated above, will provide information regarding factors that may be contributing to the student's struggles with reading and spelling.

# Data Gathering

Data Gathering -- Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction are defined in Section 2221(b) of ESSA as explicit, systematic, and intentional instruction in the following:

- Phonological awareness
- Phonic coding
- Vocabulary
- Language structure
- Reading fluency
- Reading comprehension

# Data Gathering

Schools collect data on all students to ensure that instruction is appropriate and scientifically based. Essential components of comprehensive literacy instruction, including writing, are defined in Section 2221(b) of ESSA as explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff. Any time, from kindergarten through grade 12, a student continues to struggle with one or more components of writing, schools must collect additional information about the student. Schools should use previously collected, as well as current information, to evaluate the student's academic progress and determine what actions are needed to ensure the student's improved academic performance.

# Data Suspects Dyslexia

If the team suspects that the student has dyslexia, a related disorder, or another disability included within the IDEA, the team must refer the student for a full individual and initial evaluation (FIIE). In most cases, an FIIE under the IDEA must be completed within 45-school days from the time a district or charter school receives parental consent. The student should continue to receive grade level, evidence-based core reading instruction (Tier 1), and any other appropriate tiered interventions while the school conducts the FIIE.

## Cumulative Data

- ▶ The academic history of each student will provide the school with the cumulative data needed to ensure that underachievement in a student suspected of having dyslexia is not due to lack of appropriate instruction in reading. This information should include data that demonstrate that the student was provided appropriate instruction and include data-based documentation of repeated evaluations of achievement at reasonable intervals (progress monitoring), reflecting formal evaluation of student progress during instruction. These cumulative data also include information from parents/guardians.

# Sources and Examples of Cumulative Data

- Vision screening
- Hearing screening
- Teacher reports of classroom concerns
- Classroom reading assessments
- Accommodations or interventions provided
- Academic progress reports (report cards)
- Gifted/talented assessments
- Samples of schoolwork
- Parent conference notes
- Results of kindergarten-grade 1 universal screening as required in TEC §38.003
- K–2 reading instrument results as required in TEC §28.006 (English and native language, if possible)

# Sources and Examples of Cumulative Data Continued

- State student assessment program results as described in TEC §39.022
- 7th-grade reading instrument results as required in TEC §28.006
- Observations of instruction provided to the student
- Previous evaluations
- Outside evaluations
- Speech and language assessment
- School attendance
- Curriculum-based assessment measures
  - Instructional strategies provided and student's response to the instruction
- Screening data
- Parent survey

# Formal Evaluation

After data gathering, the next step in the process is formal evaluation. This is not a screening; rather, it is an individualized evaluation used to gather evaluation data. Formal evaluation includes both formal and informal data. All data will be used to determine whether the student demonstrates a pattern of evidence for dyslexia. Information collected from the parents/legal guardians also provides valuable insight into the student's early years of language and academic development. This history may help to explain why students come to the evaluation with many different strengths and weaknesses; therefore, findings from the formal evaluation will be different for each child. Professionals conducting evaluations for the identification of dyslexia will need to look beyond scores on standardized assessments alone and examine the student's classroom writing performance, educational history, and early language and academic experiences to assist with determining unexpectedness in data.

The student suspected of having dyslexia, with the parent or guardian's permission or referred for a FIIE and additional assessments are administered. For example, the TWS 5, Quick Phonics Screeners, and the FAR diagnostic are administered by the district dyslexia coordinator.



# Review and Interpretation of Data

To appropriately understand evaluation data, the ARD committee must interpret tests results in light of the student's educational history, linguistic background, environmental or socioeconomic factors, and any other pertinent factors that affect learning. A determination must first be made regarding whether a student's difficulties in the areas of reading and spelling reflect a pattern of evidence for the primary characteristics of dyslexia with unexpectedly low performance for the student's age and educational level in some or all of the following areas:

- Phonological
- Reading fluency (accuracy and rate)
- Word Recall
- Spelling

# Delivery of Intervention

The grade level team will determine and plan a program of intervention content as specified in the 2021 Dyslexia Handbook. The way content is delivered should be consistent with the principles of effective intervention for students with dyslexia and include the following:

Simultaneous, multisensory (VAKT) visual, auditory, kinesthetic-tactile

Systematic and cumulative (easier concepts which progress to more difficult ones)

Explicit (leaves nothing to chance or discovery; one concept at a time)

Diagnostic teaching to automaticity (content presented and mastered to the degree of automaticity)

# Instructional Accommodations

Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Listed below are examples of reasonable classroom accommodations:

- Copies of notes (e.g., teacher- or peer-provided)
- Note-taking assistance
- Additional time on class assignments and tests
- Reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments)
- Alternative test location that provides a quiet environment and reduces distractions
- Priority seating assignment

# Instructional Accommodations Continued

- Oral reading of directions or written material
- Word banks • Audiobooks
- Text to speech
- Speech to text
- Electronic spellers
- Electronic dictionaries
- Formula charts
- Adaptive learning tools and features in software programs

Accommodations are changes to materials, actions, or techniques, including the use of technology, that enable students with disabilities to participate meaningfully in grade-level or course instruction.

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# Instructional Accommodations Continued

The use of accommodations occur primarily during classroom instruction as educators use various instructional strategies to meet the needs of each student. A student may need an accommodation only temporarily while learning a new skill, or a student might require the accommodation throughout the school year and over several years including beyond graduation.

Decisions about which accommodations to use are very individualized and should be made for each student by that student's ARD or Section 504 committee, as appropriate. Students may, and should, play a significant role in choosing and using accommodations. Students need to know what accommodations are possible, and then, based on knowledge of their personal strengths and limitations, they select and try accommodations that might be useful for them.

# District Contact Information

Brookeland ISD Administration: Superintendent Kevin McCugh,  
409-698-2677 (ext. 2)

[kmccugh@brookelandisd.net](mailto:kmccugh@brookelandisd.net)

Brookeland ISD Principal: Charlotte Odom, 409-698-2677 (ext. 1)

[charlotteo@brookelandisd.net](mailto:charlotteo@brookelandisd.net)

Brookeland ISD Counselor: Stacy Gillis, 409-698-2677 (ext. 1)

[sgillis@brookelandisd.net](mailto:sgillis@brookelandisd.net)

Brookeland ISD Dyslexia Coordinator: Tammy Gilbert,  
409-698-2677 (ext. 1)

[tgilbert@brookelandisd.net](mailto:tgilbert@brookelandisd.net)

Region V Dyslexia Coordinator: Kim Adams, 409-951-1700  
Curriculum, Instruction, and Assessments

[kadams@esc5.net](mailto:kadams@esc5.net)

# Helpful Links for Parent to Assist at Home

## **Audio Books:**

<https://learningally.org>

## **Audio Talking Books Program:**

<https://www.tsl.texas.gov/tbp/index.html>

## **Dyslexia Handbook**

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

## **Dyslexia Region 5**

[https://esc5.net/531783\\_3](https://esc5.net/531783_3)

## **Dyslexia Region 10 Information**

<https://www.region10.org/programs/dyslexia-statewide/overview/>

## **Dyslexia Region 5 Poster**

[https://esc5.net/531907\\_3](https://esc5.net/531907_3)

## **Neuhaus Education Center for Dyslexia**

<https://www.neuhaus.org/our-services/families/parents-faq/>

## **TEA Child-Find:**

<https://childfindtx.tea.texas.gov/>

## **Texas Education Agency**

<https://tea.texas.gov/>