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**BROOKELAND ISD EDUCATION  
PROGRAM FOR STUDENTS WITH  
DYSLEXIA AND  
RELATED DISORDERS  
Parent Handbook**

# DYSLEXIA DEFINED

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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>

# DYSLEXIA DEFINED

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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 INTERVENTION IS CRITICAL

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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.

# Common Risk Factors Associated with Dyslexia

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## Preschool

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

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# Kindergarten and First Grade

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- 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)

# Second Grade and Third Grade

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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

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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

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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

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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: Know Your Rights and Responsibilities has been included for additional information.

# Awareness and Characteristics

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It is important to note that individuals demonstrate differences in degree of impairment and may not exhibit all the characteristics listed on the previous slide.

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)

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

# TESTING, IDENTIFICATION, AND INSTRUCTION

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In September 2021, TEA proposed some changes to the pathway in which students are evaluated for Dyslexia and/or Dysgraphia along with the provision of instruction for students with Dyslexia.

The major change that affects our district is the initial referral process. Regardless of the grade level, students suspected of having Dyslexia will be referred for a Full Individual and Initial Evaluation (FIIIE) through Special Education. The district will continue to collect data through the screening process. Once the referral is made, data will continue to be collected. The parent(s), legal guardian, and teacher will meet with the diagnosing to obtain informed consent for the FIIIE.

Brookeland ISD utilizes resources and curriculum with fidelity. The curriculum supports systematic and direct instruction starting in pre-kindergarten to ensure all students have the opportunity to obtain early literacy skills that foster and enhance students' learning.

The teachers that are assigned to deliver dyslexia and or related disorders instruction are trained and knowledgeable in the adopted curriculum. Reading By Design (Region V Education Center) and Neuhaus Basic Language Skills are the two programs that have adopted by Brookeland ISD.

# ACCOMMODATIONS AND MODIFICATIONS

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Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation. Accommodations are given as needed per students' needs. The accommodations listed are general accommodations; however, teachers are not limited to just the ones listed to serve the students academic and social success. Listed below are examples of reasonable classroom accommodations:

- \* Oral instruction
- \* Oral reading of directions or written material
- \* Priority seating assignment
- \* Copies of notes (e.g., teacher- or peer-provided)
- \* Note-taking assistance
- \* Additional time on class assignments and tests
- \* Word banks

# ACCOMMODATIONS AND MODIFICATION CONTINUED

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- \* Audiobooks
- \* Text to Speech
- \* Speech to Text
- \* Electronic dictionaries
- \* Formula charts
- \* Adaptive tools and features in software
- \* Alternative test location that provides a quiet environment and reduces distractions
- \* 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

# Eligibility, Evaluation, and Services

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For more information concerning the eligibility, evaluation, and services available under IDEA and the Rehabilitation Act, Section 504, and information on the response to intervention process, please see the following link:

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-rules-and-regulations> .



# Accommodations and Modifications

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For more information about accommodations, see Accommodations for students with Disabilities available at <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders> .

For students who receive special education or Section 504 services, the decision for student use of accommodations during the statewide assessments is made by the ARD or Section 504 committee. In those rare instances where a student does not receive services but meets the eligibility criteria due to a disabling condition, the decision about using accommodations on the statewide assessments is made by the appropriate team at the campus level.

For more information about accommodations on statewide assessments, visit <https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources> .

# District Contact Information

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

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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

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

**Audio Books:**

**Program:**

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

**Audio Talking Books**

<https://learningally.org>

**Dyslexia Region 5:**

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

**Dyslexia Region 5 Poster**

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

**Dyslexia Region 10 Information:**

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

**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/>