

What is BRAVO and SRS?

BRAVO (K-5) and SRS (6-12) are highly individualized supplementary reading programs. Students identified as having dyslexia or other related disorders receive their dyslexia program from BRAVO or SRS teachers.

Instructional strategies utilize individualized, intensive, multisensory methods, which contain reading, writing, and spelling components,

Who is eligible?

A student who has been experiencing difficulties in reading, writing, and spelling may qualify for special assistance if the student is diagnosed as having mild dyslexia and/or related disorders as provided by the Texas Education Code (§38.003), the Texas Administrative Code (§74.28), Section 504 of the Rehabilitation Act of 1973, and Individuals with Disabilities Education Act (IDEA). *The BISD Dyslexia Program Procedural Manual* outlines district identification procedures.

Source used for this document:
Dyslexia and Related Disorders: Texas State Law, State Board of Education Rule, and THE DYSLEXIA HANDBOOK, REVISED 2007, Texas Education Agency, Austin, Texas. February, 2007.

THE DYSLEXIA PROGRAM

BRAVO (Grades K-5)
and
SRS (Grades 6-12)

A Parents' Guide to
the Dyslexia Program

Birdville ISD



The Placement Process

1. Students may be referred to the CARE Team by teachers or parents to begin the dyslexia evaluation process.
2. The CARE Team will send a written request for a dyslexia assessment to the BRAVO or SRS specialist.
3. The BRAVO or SRS specialist continues data gathering and then completes the assessment process.
4. The CARE Team's Dyslexia Committee will recommend appropriate Support Actions.

Eligibility Factors

A student may be eligible if he/she shows evidence to all three decision points:

- Deficit in one or more of the **primary** characteristics
- Deficit in phonological processing
- Above deficits are **unexpected**

A student may not be eligible if a lack of reading progress is due to:

- Inconsistent attendance
- Lack of experiential background
- Sociocultural factors such as language

Ways to help your child at home

- Read with your child each day.
- Try to keep a set routine during the week. Weekends are best for changes.
- Have a set time for homework. Let your child help decide the best time and stick to it all year. Include a five-minute stretch and water break after every 20-30 minutes of study.
- Try to be home during homework time. Give encouragement and the same academic accommodations and modifications given at school.
- Help your child pay attention by making the workspace comfortable and without major distractions.
- Establish a routine bedtime. Every child needs regular sleep.

Dyslexia is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

Dyslexia Related Disorders include developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Characteristics of Dyslexia

The language problems that are associated with dyslexia are **unexpected** for the child's age, educational level, or cognitive ability. They may include difficulties in:

- Processing the sounds of speech
- Learning the names of letters and their associated sounds
- Reading single words in isolation
- Decoding unfamiliar words
- Learning to spell
- Reading fluency and accuracy
- Rapid word naming
- Written composition

There is often a **family history** of similar difficulties.

For further information

Birdville ISD
<http://www.birdville.k12.tx.us/instruction/Curriculum/dyslexia.html>

International Dyslexia Association
<http://interdys.org>

National Center for Learning Disabilities
<http://www.ncld.org>