

Common Risk Factors of Dyslexia

Preschool:

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

Kindergarten and First Grade:

- Difficulty breaking words into smaller parts (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) or remembering letter sequences in very common words seen often in print (e.g., “sed” for “said”)

Second 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., 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

Contacts for further information:

State Dyslexia Consultant Region 2
Education Service Center
209 North Water St.
Corpus Christi, TX 78401
361-561-8400
<http://dyslexia.esc2.net/>

Statewide English Language Arts/Reading Coordinator
Texas Education Agency Division of Curriculum
1701 N. Congress Avenue
(512) 463-9581 www.tea.state.tx.us/index2.aspx?id=4434

Dyslexia contacts at the Texas Regional Education Service
Centers http://www.tea.state.tx.us/regional_services/esc/

The State Dyslexia Handbook ~ Revised 2014 is available to
download at the following web address:
www.tea.state.tx.us/index2.aspx?id=25769814312

Parent Resources:

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

Academic Language Therapy Association
<http://www.altaread.org>

Bookshare
<http://www.accessiblebooks4tx.org/>

Learning Ally
<https://www.learningally.org/state-landing-pages/texas/>

Texas College and Career Readiness Support Center
<http://txccrsc.org/>

Great on-campus resources:

- **Student’s Teacher**
- **Student’s campus Reading Specialist**
- **Student’s campus School Counselor**



Information for Educators and Parents about Dyslexia in the State of Texas

- *What is dyslexia?*
- *What are the school districts’ requirements related to dyslexia?*
- *Who can I contact if I have questions or concerns?*

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Fourth- 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 (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell
- 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 with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

Postsecondary:

Some students will not be identified prior to entering college as having dyslexia. 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 and assessment history are critical. Many of the previously described consequences 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

2014 Revised Dyslexia Handbook, p. 8-11

What is Dyslexia?

The current definition from the International Dyslexia Association states:

Dyslexia is a specific learning disability that is neurological 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.

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

- (1) "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.
- (2) "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.
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003>

Dyslexia and School District/Charter School Requirements

Texas Education Code §38.003:

- Students enrolling in public schools shall be tested for dyslexia at appropriate times.
- The board of trustees of each school district or charter school shall provide for the treatment (i.e., instruction) of any student determined to have dyslexia.

Texas Administrative Code §74.28:

- The board of trustees of a school district or charter school must ensure that procedures for identifying a student with dyslexia and for providing appropriate instructional services to the student are implemented.
- A school district or charter school shall purchase or develop its own reading program for students with dyslexia, as long as the program is characterized by the descriptors found in *The State Dyslexia Handbook ~ Revised 2014*.
- Each school district or charter school must provide each identified student access at his or her campus to the services of a teacher trained in dyslexia and related disorders.
- Each school district or charter school shall provide a parent education program for parents/guardians of students with dyslexia.