

Risk Factors for 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.

Kindergarten and First Grade

- Difficulty breaking words into parts
- Difficulty manipulating sounds in syllables
- Difficulty remembering the names of letters and their corresponding sounds
- Difficulty decoding single words
- Difficulty spelling words like they sound

Second and Third Grade

- Difficulty recognizing common sight words
- Difficulty remembering the corresponding sounds of letters and letter patterns in reading
- Difficulty reading fluently
- Reliance on picture clues, story theme and guessing at words

Fourth through Sixth Grade

- Difficulty reading aloud
- Avoidance of reading
- Difficulty reading fluently
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics

Middle and High School

- History of early reading problems
- Aversion to reading
- Difficulty with the volume of reading and written work
- Frustration with the amount of time required for reading
- Difficulty reading fluently

Additional Resources

The Dyslexia Handbook

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

Talking Books Program

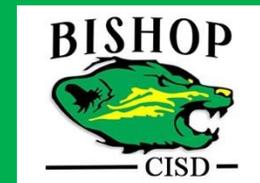
<https://www.tsl.texas.gov/tbp/index/html>

Learning Ally

<https://learningally.org/Solutions-for-School/school-grants/Texas>

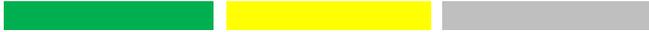


Bishop CISD Dyslexia Program



The purpose of this brochure is to provide general information regarding dyslexia. Please contact the district dyslexia contact:

*Dr. Jennifer Trice
Director of Special Education
(361)584-3591 ex. 223*



Dyslexia Evaluation

When data leads to suspicion of dyslexia or a related disorder, students may be assessed at any time while following the evaluation process as outlined in the Individuals with Disabilities Education Act (IDEA). Progression through RtI cannot be used to delay a referral.



While dyslexia is a life-long condition, with early identification and appropriate services, most children can become adequate readers and very successful adults.



Dyslexia Screening

TEC §38.003 requires:

- kindergarten students be screened at the end of the school year
- first grade students screened no later than January 31.
- seventh grade students who did not demonstrate proficiency on the state reading assessment for sixth grade.

Dyslexia screening is a tool for identifying students who are *at risk* for a reading disability.



What is Dyslexia?

The Texas Education Code §38.003 defines dyslexia and related disorders as follows:

“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 imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

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

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

Dyslexia Services

Because the impact of dyslexia varies among individuals, services vary from child to child. The BCISD dyslexia program provides standard protocol dyslexia instruction, in small, pull-out intervention groups. Students with dyslexia may also receive accommodations in the classroom and on state testing for their reading and spelling difficulties. While some students may benefit from a Section 504 plan, other students may have more severe dyslexia or other complicating factors and require specially designed instruction provided by special education.