

**The following characteristics identify risk factors associated with dyslexia at different stages or grade levels.
For each stage many of the behaviors from the preceding ages remain problematic.**

**Dyslexia is a neurobiological, language-based disability that persists over time and interferes with an individual's learning,
it is crucial that identification occur as early as possible.**

In addition to the difficulties listed below, students with dyslexia may have problems with written expression, reading comprehension, and mathematics as well as other complicating conditions and/or behaviors. Acknowledging that students with dyslexia must exert extra effort to meet grade level expectations, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia.

preschool	<ul style="list-style-type: none"> • 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 (word retrieval) • 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	<ul style="list-style-type: none"> • Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” “ball”) • 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	<ul style="list-style-type: none"> • 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
fourth through sixth grade	<ul style="list-style-type: none"> • 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 high school	<ul style="list-style-type: none"> • 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

District/Campus Dyslexia Contact information

Judson ISD
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Education Service Center, Region 20
provides technical assistance to
families and schools for dyslexia and
related disorders for questions or more
information:
<https://www.esc20.net/apps/pages/dyslexia>

State Dyslexia Helpline:
(800)232-3030

TEA Dyslexia Related Disorders website:
<https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>



resources

International Dyslexia Association(IDA):
<https://dyslexiaida.org/>

Academic Language Therapist Association (ALTA):
<https://altaread.org/>

Texas Dyslexia Handbook:
<https://tea.texas.gov/academics/special-student-populations/special-education/texas-dyslexia-handbook.pdf>

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

Bookshare:
<https://www.bookshare.org/cms/>

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

University of Florida Literacy Institute:
<https://ufl.edu/education/ufl.edu/>

Texas Technology plan:
<https://www.region10.org/programs/dyslexia-statewide/techplan/>

504 resource guide:
<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

Special education resources:
<https://tea.texas.gov/academics/special-student-populations/special-education/resources>



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DYSLEXIA RISK FACTORS

This resource is intended to support parent and educator communication when determining if referral for dyslexia and related disorders evaluation is appropriate.

Schools shall recommend assessment for dyslexia if the student demonstrates the following:

- ☐ **Poor performance in one or more areas of reading and spelling that is unexpected for the student's age or grade**
- ☐ **Characteristics and risk factors of dyslexia indicated in Chapter 1 of the Texas Dyslexia Handbook.**
A student with dyslexia usually exhibits several of these behaviors over time and interferes with his/her learning.
- ☐ **A family history of dyslexia may be present; recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions.**

