

## 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

CCISD – Dyslexia and Related Disorders  
<https://ccisd.net/dyslexia>

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

International Dyslexia Association  
<https://dyslexiaida.org/>

Dyslexia Help – U Michigan  
<http://dyslexiahelp.umich.edu/>

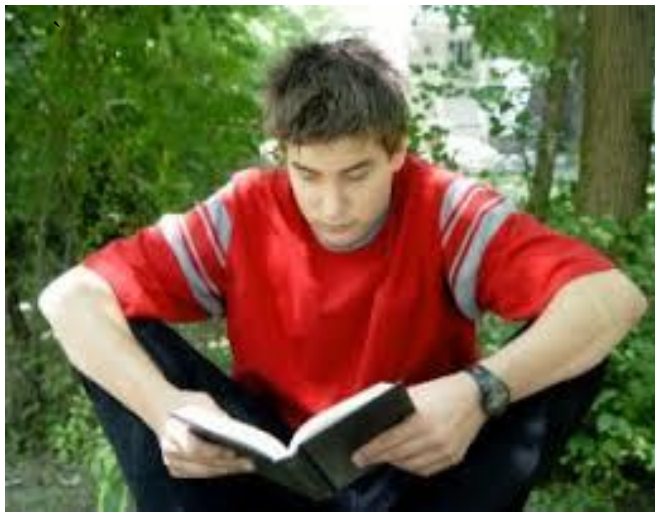


*The purpose of this brochure is to provide general information regarding dyslexia. Please contact the campus dyslexia teacher or the district coordinator at 281-284-0750 for more information.*



## Clear Creek ISD Dyslexia Program





## What Is Dyslexia?

As defined in TEC §38.003, 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.

From the International Dyslexia Association, “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 the growth of vocabulary and background knowledge”.

## Dyslexia Services

Because the impact of dyslexia varies among individuals, services vary from child to child. The CCISD 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.

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



**“Dyslexia is a weakness in a sea of strengths”**

*- Sally Shaywitz*

## If You Suspect Dyslexia

The first step is to discuss your concerns with your child’s teacher. If you have continued concerns, you may request an evaluation by contacting an administrator at your child’s school. You will be notified in writing of the district’s plan to assist your child.

## Dyslexia Evaluation

Should the district suspect dyslexia or another disability, your child will be referred for a Full Individual Evaluation (FIE). Your consent is required before the evaluation is conducted and you may revoke consent at any time. Following the evaluation, a meeting will be held to discuss the results and develop an appropriate plan for your child’s success.