



Characteristics of Students Identified with Dyslexia Within the Context of State Legislation

Adapted from

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This study explores factors that might predict the way dyslexia is identified by schools.

The authors looked at data on 7,947 second-grade students in 126 schools from one U.S. state including:

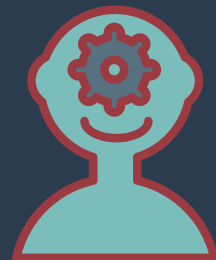
A universal screening measure of literacy skills commonly associated with dyslexia (i.e., reading and spelling)



School-assigned dyslexia classification



Demographic characteristics



Findings



Behavioral characteristics of dyslexia from universal screening (oral reading fluency, spelling, reading comprehension and vocabulary) were associated with school-assigned dyslexia classification.



Dyslexia classification was less likely for minority students and individuals in schools with a higher percentage of minority students.



Students who showed behavioral characteristics of dyslexia and attended schools with a higher proportion of other students with similar poor literacy skills were less likely to receive a school-assigned dyslexia classification.

The findings suggest systematic demographic differences in whether a student is identified with dyslexia by schools even when using universal screening.



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