

ALL ABOUT DYSLEXIA

DEFINITION

“Dyslexia” means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person’s intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.”

(Ohio Dyslexia Guidebook, 2022)



Approximately 1 in 5 people have dyslexia



15-20% of the population have some symptoms of dyslexia. Dyslexia is often hereditary.



While the characteristic markers of dyslexia remain consistent, the range in which they impact an individual differs in severity.

STRENGTHS

REASONING SKILLS
CRITICAL THINKING SKILLS
GENERAL KNOWLEDGE
PROBLEM SOLVING
CREATIVITY
STRONG ORAL SKILLS
CURIOSITY
COMPREHENSION OF STORIES READ ALOUD
ATTENTION TO DETAIL
PRODUCES UNIQUE OR NOVEL IDEAS

CHALLENGES

LEARNING LETTERS & SOUNDS
IDENTIFYING SYLLABLES & SOUNDS
ORGANIZING WRITTEN & SPOKEN LANGUAGE
READING QUICKLY ENOUGH TO COMPREHEND
SPELLING
PERSISTING WITH LONGER READING
LEARNING A FOREIGN LANGUAGE
MEMORIZING NUMBER FACTS
MATH OPERATIONS
CONFIDENCE IN THEIR COMPETENCE AS A LEARNER

Structured Literacy Instruction:

Effective instruction should be clear and direct, leaving no room for confusion. Lessons should be organized into an overarching plan with skills building upon one another. Students should be using their senses to work with sounds, letters, and words. Instruction includes listening, speaking, reading, spelling, vocabulary, fluency, and writing with an emphasis on sounds, phonics, roots and affixes, sentence structure, and word/sentence meaning. (IDA, 2022)



Support at Home:

>Use Audio Books to support reading
>Type or talk-to-text on a computer
>Use Apps or games to make learning fun
>Acknowledge your child’s struggles and praise hard work
>Help your child identify interest-based strengths
(Child Mind Institute, 2022)

Because reading is not a natural or innate skill, becoming a reader must not be left to chance. Reading instruction is most effective when it is taught explicitly and systematically.

(Ohio Dyslexia Guidebook, 2022, p. 10)

Information From:

- Ohio’s Dyslexia Guidebook
- International Dyslexia Association
- Mississippi Department of Education
- Reading Rockets
- Child Mind Institute

MYTH BUSTERS

MYTH #1 Reading and writing letters backwards is the main sign of dyslexia.

"Some students with dyslexia write letters backwards and some do not. Letter reversal is not necessarily a sign that a student has dyslexia. It is not unusual to see them confuse b and d or p and q, until the age of eight" (MDE, 2022).

MYTH #3 Kids with dyslexia just need to try harder to read or are being lazy.

"Research shows that the brain functions differently in students with dyslexia. It also shows that reading can actually change the brain over time. It is the type of instruction that makes a difference, not how hard students are trying" (MDE, 2022).

MYTH #5 Dyslexia is a vision problem.

Vision problems do not cause dyslexia. Students with dyslexia are no more likely to have eye and vision problems than other kids. Students with dyslexia may have problems with visual perception (difficulty recognizing details in images) or visual processing (processing what their eyes are seeing), but vision therapy will not remediate dyslexia. (MDE, 2022)

MYTH #7 Dyslexia is caused by not reading enough at home.

"Reading at home and being exposed to reading is important for all kids. Dyslexia does not happen because of a lack of exposure. It is neurobiological in origin" (MDE, 2022).

MYTH #2 Dyslexia does not show up until elementary school.

"Characteristics of dyslexia can be seen in preschool, or even earlier. Dyslexia can affect language skills that are essential skills of reading. Some signs that a preschooler may be at risk for dyslexia include difficulty rhyming and being a late talker" (MDE, 2022).

MYTH #4 Dyslexia goes away once students learn to read.

"Appropriate interventions can make a lasting difference in helping students with dyslexia learn to read. However, being able to read does not mean that they are cured. Dyslexia is a lifelong learning difference that can affect more than just basic reading skills" (MDE, 2022).

MYTH #6 Students who do not speak English cannot have dyslexia.

"Dyslexia exists in all languages. It often takes longer to determine if a bilingual student has reading issues more so than their peers. If a bilingual student is having trouble reading in their first language and their second language, it is a good indication that they may need a dyslexia screener" (MDE, 2022).

MYTH #8 All students with dyslexia will need special education.

The vast majority of students "at risk" will be successful in the general education classroom with the right instruction. Since dyslexia occurs along a developmental spectrum, the severity ranges from mild to severe.



Common Signs of Dyslexia

(IDA, 2022)

K-2nd

- *Trouble with rhyming
- *Difficulty learning letter names and sounds
- *Not learning phonics readily
- *Inconsistent memory for words
- *Can't remember lists (days, months)
- *Mispronounces words
- *Distracted by background noise
- *Poor retrieval of names for colours, objects
- *Does not spell phonetically
- *Frustration, avoidance

3rd-4th

- *Reverses letter sequences (soiled/solid, left/felt)
- *Problems with phonic decoding
- *Over-reliance on context and guessing to decode words
- *Poor spelling
- *Difficulty learning new vocabulary
- *Symbol confusion (e.g. arithmetic symbols: =, +, -, x,)

5th-6th

- *Poor spelling, symbolic errors
- *Poor punctuation, capitalization
- *Difficulty learning cursive writing
- *Over-reliance on context to read; poor decoding
- *Dislike and avoidance of writing and reading

7th-8th

- *Slow reading
- *Can't decode new vocabulary
- *Poor spelling
- *Difficulty organizing written compositions
- *Word confusions

9th+

- *Written language skills less developed than reading comprehension
- *Poor spelling and 'mechanics' of writing
- *Difficulty learning a second (or third) language
- *Slow, minimal, or disorganized writing