

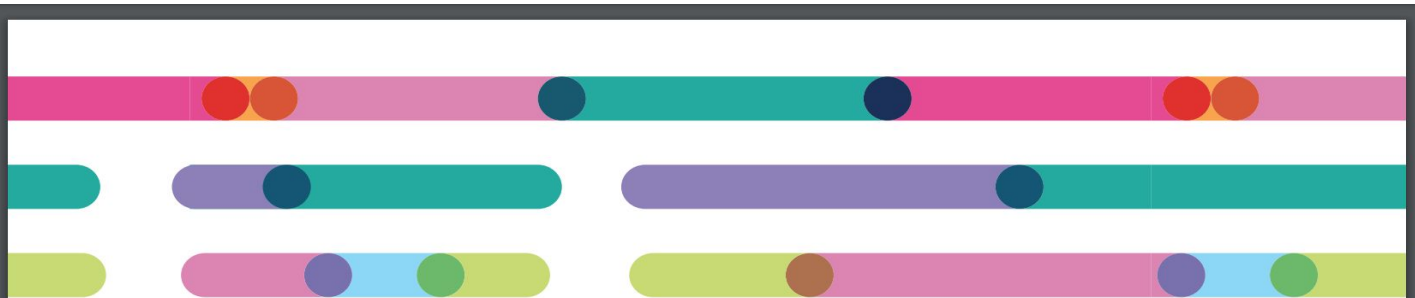
Demystifying Dyslexia





WHAT IS DYSLLEXIA?

Click on
the image
for a link
to a
youtube
video!



California Dyslexia Guidelines

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

What Dyslexia is not

- Seeing letters/words backwards
- Low intelligence
- Unable to read
- An issue of motivation
- More prevalent in boys
- only diagnosable in 3rd+ grade. It can (and should be identified as early as kindergarten)



What is Dyslexia?

*Dyslexia is a specific **learning disability** that is **neurobiological** in origin.*

*It is characterized by difficulties with **accurate and/or fluent word recognition** and by **poor spelling** and **decoding abilities**.*

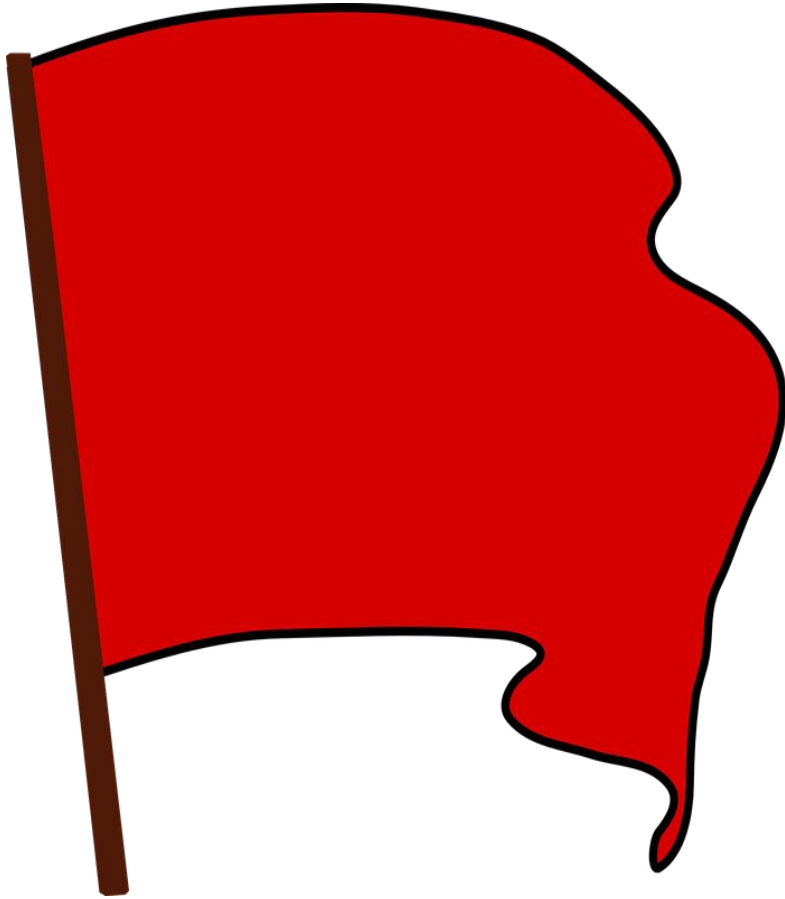
*These difficulties typically result from a **deficit in the phonological** component of language that is often **unexpected** in relation to other cognitive abilities and the provision of effective classroom instruction.*

*Secondary consequences may include problems in **reading comprehension** and **reduced reading experience** that can impede growth of **vocabulary** and **background knowledge**.*

- Definition by International Dyslexia Association, <http://eida.org/definition-of-dyslexia/>



**Red Flag Warnings
Lead to Early
Intervention!**



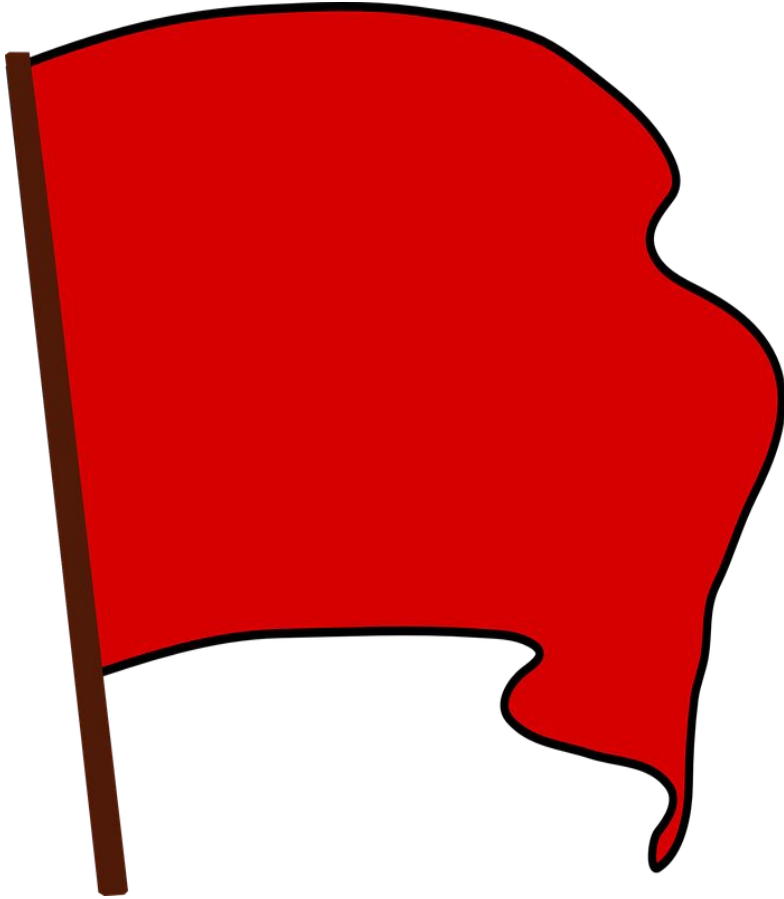
The Preschool Years

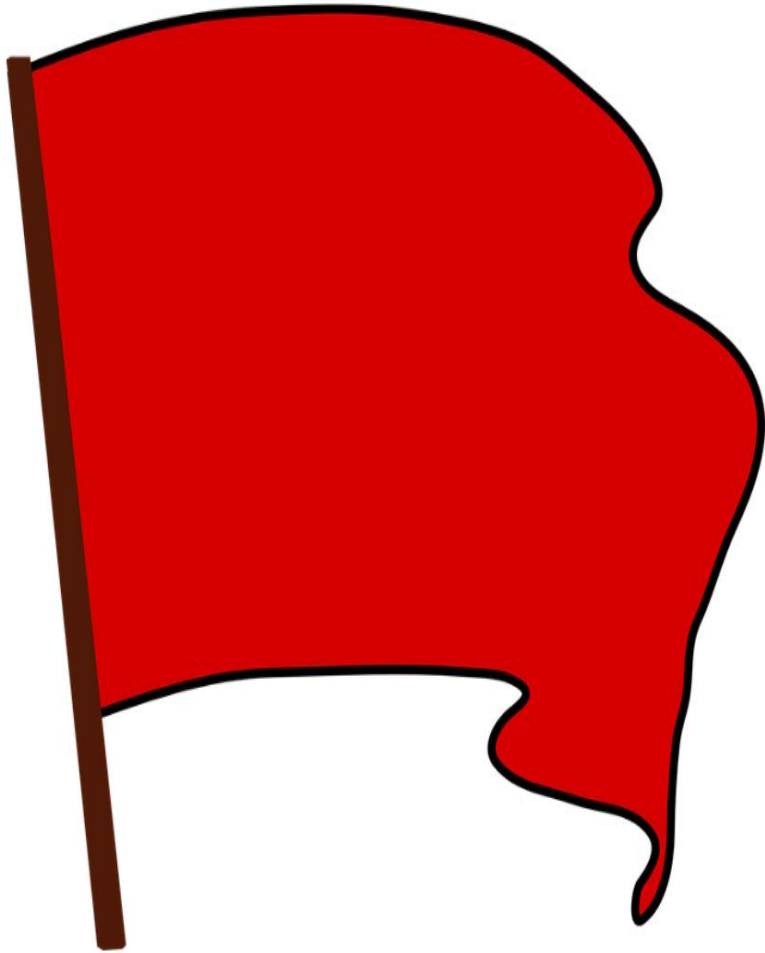
- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Difficulty learning (and remembering) the names of letters in the alphabet
- Seems to be unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”
- Doesn't recognize rhyming patterns like *cat*, *bat*, *rat*
- A family history of reading and/or spelling difficulties

Kindergarten & First Grade

Reading

- Reading errors that show no connection to the sounds of the letters on the page–will say “puppy” instead of the written word “dog” on an illustrated page with a dog shown
- Does not understand that words come apart
- Complains about how hard reading is, or “disappearing” when it is time to read
- A history of reading problems in parents or siblings.
- Speaking
- Cannot sound out even simple words like *cat*, *map*, *nap*
- Does not associate letters with sounds, such as the letter b with the “b” sound





Second Grade and Up

Reading

- Very slow in acquiring reading skills. Reading is slow and awkward
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word
- Doesn't seem to have a strategy for reading new words
- Avoids reading out loud

Characteristics of Dyslexia in Academics

Students show poor decoding and spelling abilities



Students have difficulties with accurate or fluent word recognition



Students demonstrate difficulty in retaining rote information and word memory



Students' spoken and written language can be affected



Dyslexia Exists on a Continuum



Every Child is Unique

Some students may struggle with decoding but have stronger comprehension

Some students may struggle with spelling but have stronger decoding skills

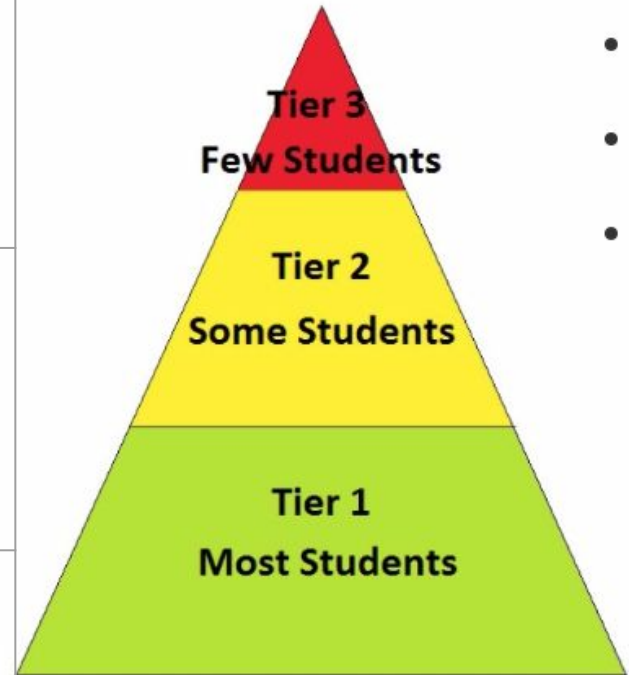
Some students may struggle with fluency but have strong verbal skills

How FSD addresses Dyslexia

- **Specialized Academic Instruction using a Research Based, Multisensory Reading Intervention Program**
- **Classroom Accommodations**
- **Assistive Technology**
- **Social Emotional Support**

Multi-tiered System of Supports

Tier 3 Few Students IEP	<ul style="list-style-type: none">• Intensive Academic Instruction in place of classroom instruction• Frequent Progress Monitoring• Highly Targeted Evidence-based supports with focus on small incremental learning steps
Tier 2 Some Students RTI	<ul style="list-style-type: none">• Evidence based intervention in addition to classroom instruction• Regular progress monitoring
Tier 1	<ul style="list-style-type: none">• Core curriculum with supplemental aides and resources• Differentiated instruction and materials• Universal Screening



Classroom Accommodations

For homework assignments:

- reducing homework load
- allowing students to dictate their answers
- allowing typewritten work
- allowing extended time to complete assignments

For mathematics:

- allowing students the use of a calculator or graph paper
- teacher breaking assignments into smaller steps

For reading may include:

- access to audiobooks and text-to-speech software
- the teacher not calling on a student with Dyslexia to participate in oral reading, unless the student volunteers
- allowing extra time to complete reading assignments

For spelling:

- the teacher reducing the number of items on spelling lists
- providing access to spell-check and word prediction software, and not deducting points for spelling errors

For testing:

- providing students with Dyslexia with extra time
- allowing students to give answers orally
- providing a quiet testing area

For writing may include:

- providing a student with a scribe
- providing access to speech-to-text software
- offering written or digital copies of notes
- minimizing the need to copy from the board
- providing graphic organizers

Assistive Technology—

Any device, software or equipment that helps students around their challenges.

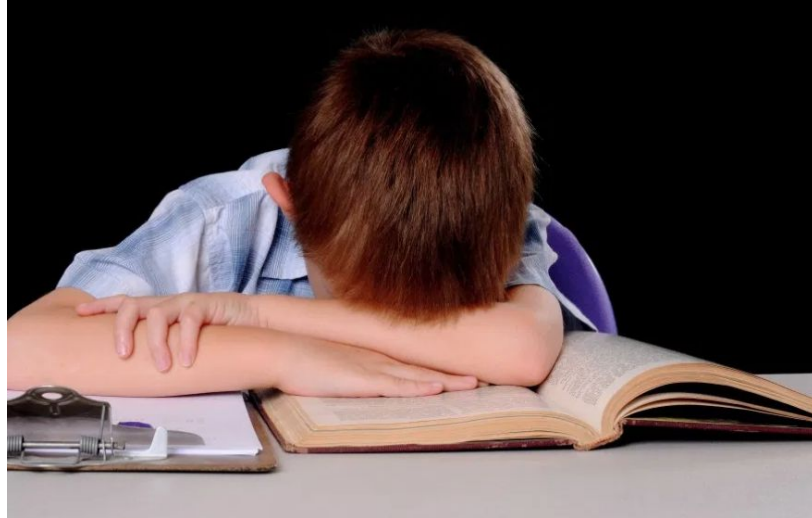
Text to Speech is most helpful when it highlights the words as they are spoken. Dyslexic people say this focuses their attention and helps their understanding of the content.

Audio Books	Text to Speech	Spell Checkers	Word Prediction	Graphic Organizers	Speech to Text
Human or computerized narrations without text	Applications that let the student see the text that is read aloud (Bookshare)	Recognizes and corrects flexible and phonetic spelling in context	As student types, several word choices are provided using context	Tools that help students organize their thoughts visually	Voice recognition converts spoken words into text

Social Emotional Impact

Although dyslexia is a reading disorder, it often has an a social emotional impact on students:

- Word retrieval impacts their expressive language which can make it difficult to communicate
- At higher risks for anxiety, depression and other social, emotional, and mental health conditions.



Social Emotional Support

When assessing students for dyslexia, it's important that the social emotional impact is not overlooked. In addition to remediating literacy, focusing on student strengths and building resiliency lead to better outcomes for students with dyslexia

- **Build trusting relationships with positive role models in low conflict environments**
- **Provide interventions for teaching social skills to help with identifying and coping with emotions**



For more information click [here](#).

Dyslexibration— Celebrating Strengths

Despite their disabilities, people with dyslexia may also be gifted and talented in various areas.

Curiosity	Advanced Maturity	Talent at building objects	Strong Imagination
Good Listening comprehension	Enjoyment and skill in solving puzzles	Experiential Learning	Understands the Big Picture
Problem Solving Abilities	Ability to replicate models or 3-D objects	Ability to read and practice words in a particular area of interest	Strengths in areas that do not rely on reading



For further information or support...

Contact your FSD district TOSA 's for special education

Kelli_edwards@myfsd.org

OR

John_leonard@myfsd.org



Follow us on Twitter at:
[@EdSped](https://twitter.com/EdSped)



Follow us on Instagram at:
[@fsd_sped_tosa](https://www.instagram.com/fsd_sped_tosa)





SCAN THE QR CODE
TO ACCESS THE TOSA
REQUEST FORM

SPECIAL ED. TOSA SUPPORT

Mr. John Leonard and Mrs. Kelli Edwards are here to support FSD's Special Education Teachers with curriculum, student behavior strategies, IEP processes, Assistive Technology and more. If you would like to speak with or schedule a visit from Mr. Leonard or Mrs. Edwards please scan the QR code above or click the link in the Weekly "Lettering in SPED" newsletter sent out via email. You can also email the TOSAs at kelli_edwards@myfsd.org or john_leonard@myfsd.org