dyslexia

Today you will:
Experience dyslexia
Find out what dyslexia is
Find out how to get a diagnosis
Learn an effective way to teach dyslexics

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Trying to read this passage, you will experience the kind of difficulty a dyslexic reader faces when deciphering normal typeface. Not so easy is it?
One day John and Bob went for a walk. “What would you like to do today,” Bob asked John. “I don’t know,” John replied. “What would you like to do?” I think I might like watching a movie on TV, especially if we can have some popcorn. “Wow,” said John. “Popcorn! What a great idea! Let’s check the cupboard to see if my mother bought some the last time she went shopping. “Look,” he yelled, “a full box and it’s Orville Redenbacher! My favorite!” “Great!” Bob shouted, “Let’s cook it in the microwave and see how it turns out.”
What is dyslexia?
Myths

1. Dyslexia isn’t seeing words backwards.
2. Dyslexia isn’t caused by poor eyesight.
3. Dyslexia isn’t a developmental disability.
4. Dyslexia isn’t the result of an injury.
5. Dyslexia isn’t curable.
Truths

1. Research provides scientific evidence that dyslexia is neurobiological.
2. One out of 20 people are dyslexic.
3. Dyslexia is present in all economic backgrounds and intellectual levels.
4. Dyslexic people are often talented in areas that don’t require strong language skills.
5. Dyslexia is treatable.
“Dyslexia is 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.”

International Dyslexia Association definition
Greek derivative
dys+lex
difficulty with + to speak (having to do with words)

Dyslexia is a language-based learning disability. “Children with dyslexia have trouble processing language rather than visual information. They may enjoy drawing pictures, playing video games and doing other things that involve interpreting what the eyes see. Children with dyslexia struggle with connecting letters they see to the sounds that are associated with those letters.”

Guenivere Eden is a neuroscientist who directs the Center for the Study of Learning at Georgetown University Medical Center.
Picture of the a dyslexic reader’s brain

Reading

Dyslexic Reader

Efficient Reader
How do you know it’s dyslexia and how do I get diagnosed?
Dyslexia
With Appropriate Support
These Children Can Shine

- Slow or unable to learn to read
- Difficulty decoding alphabet symbols
- Skips words and lines in text
- Misreads words
- Lacks expression when reading aloud
- Ignores punctuation marks
- Reads without comprehension
- Avoids reading aloud in public

- Can't remember how words look
- Difficulty hearing sounds
- Confuses letters and their sounds

- Difficulty controlling a pen or pencil
- Slower than others to complete written tasks
- Spelling difficulties cause limited written work
- Can't organise their thoughts to write

- Slow to talk
- Mixes up sounds and mispronounces words
- Can't find the right word
- Difficulty with rhyming words

- May lack self confidence
- Can act out, misbehave or withdraw
- Refuses to go to school and do homework

- Gets lost easily
- Confuses left and right
- Doesn't like analogue clocks

- Slower to complete reading and writing tasks
- Slower to learn systems and processes
- Requires more time to complete tests and exams

- Words misbehave on the page
- Finds black text on white paper hard to read
- Experiences eye strain and headaches
- Slow to copy notes and read accurately

- Difficulty with multiple instructions
- Constantly asking to check their understanding
- Loses focus if people talk too long
- Finds background noise distracting

- Facts and figures
- Letter combinations and words
- Times tables
- Math and Science processes
- Peoples names
- How people look

- Of average or above average intelligence
- May be highly intelligent or gifted in certain areas

- Loses track of time
- Is too messy or really neat
- Difficulty organising work

For free dyslexia resources www.dyslexiasedaily.com
www.thetenminutetutor.com
Symptoms

1. Poor spelling
2. Delayed speech
3. Difficulty learning the names of the letters or sounds of the alphabet
4. Difficulty writing the alphabet in order.
5. Trouble articulating R’s (wed for red) and L’s, M’s and N’s in 2nd and 3rd grade.
6. Mixing up multi-syllabic words.
7. Trouble retrieving words when talking. (not a senior moment)
8. Doesn’t remember words from previous page.
9. Slow or choppy reading.
10. A close relative with dyslexia.
Sue Barton website *
www.brightsolutions.us
view video: symptoms and solutions
National Dyslexia Association
www.dyslexia.ida.org
American Dyslexia Association
www.understood.org
I’ve checked the list of symptoms, now what?
Talk to your child’s teacher and school psychologist.
Ask the teacher to make modifications now.

Get a referral from your pediatrician to see a neuropsychologist.
Call your local Intermediate Unit for help.
See if there’s a local dyslexia center in your area.
classroom accommodations

- Provide step by step explicit instruction
- Use oral tests or ask students to make a project to show achievement

Use audio books (LearningAlly, Audible, U-Tube)

- Use C-Pen Reader, Scanmaker or other text to read devices.
- Teach cursive
Fonts that are easier for Dyslexics

This is an example of Comic Sans.

This is an example of Times Roman

This is an example of the Open Dyslexic Typeface
Is there a best method for teaching a dyslexic student?

Instruction should be:

• structured
• sequential—sounds, syllables, words, sentences
• cumulative—new skill builds on learned skills
• multisensory—visual, auditory, and kinesthetic modalities are happening simultaneously.
• cognitive—history of language is taught
The Language Triangle
Visual, Auditory, Kinesthetic

from Literacy Nest-Emily Gibbons.
Multisensory Approaches

Barton Reading and Spelling System
Lindamood Bell
Orton Gillingham
Slingerland Multisensory Approach
Wilson Reading System
According to Marilyn Zecher, M.A., CALT:
It is difficult for children with dyslexia to learn to read because their brains associate sounds and letter combinations inefficiently. Cursive helps with the decoding process because it integrates hand-eye coordination, fine motor skills and other brain and memory functions. Some MRI studies show that there is a stronger association for learning and memory when the hands are involved.

Advantages of cursive:
emphasizes left to right directionality
reduces reversal occurrences
letters all start on the same line
encourages spacing between words
Neuroplasticity
the ability of the brain to change with learning
the lifelong ability of the brain to reorganize
neural pathways based on new experiences

Repetition
the brain’s neural networks respond in a pattern
that is established by past experience
the more often a specific pattern is fired
in response to a stimulus, the more firm a nerve
assemble becomes.
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