1-HOUR WORKSHOP

Top Five Things Every Teacher Should Know About Dyslexia

Classroom Teachers • All Grade Levels

GROWTH READING CENTER

About Me

Dana Huss, Certified Dyslexia Tutor

Owner | COO, Growth Reading Center

Wife to a Serial Entrepreneur with dyslexia

- Growth Construction
- Mr. Moto Realty
- Growth Publishing

Mom to two sons with dyslexia

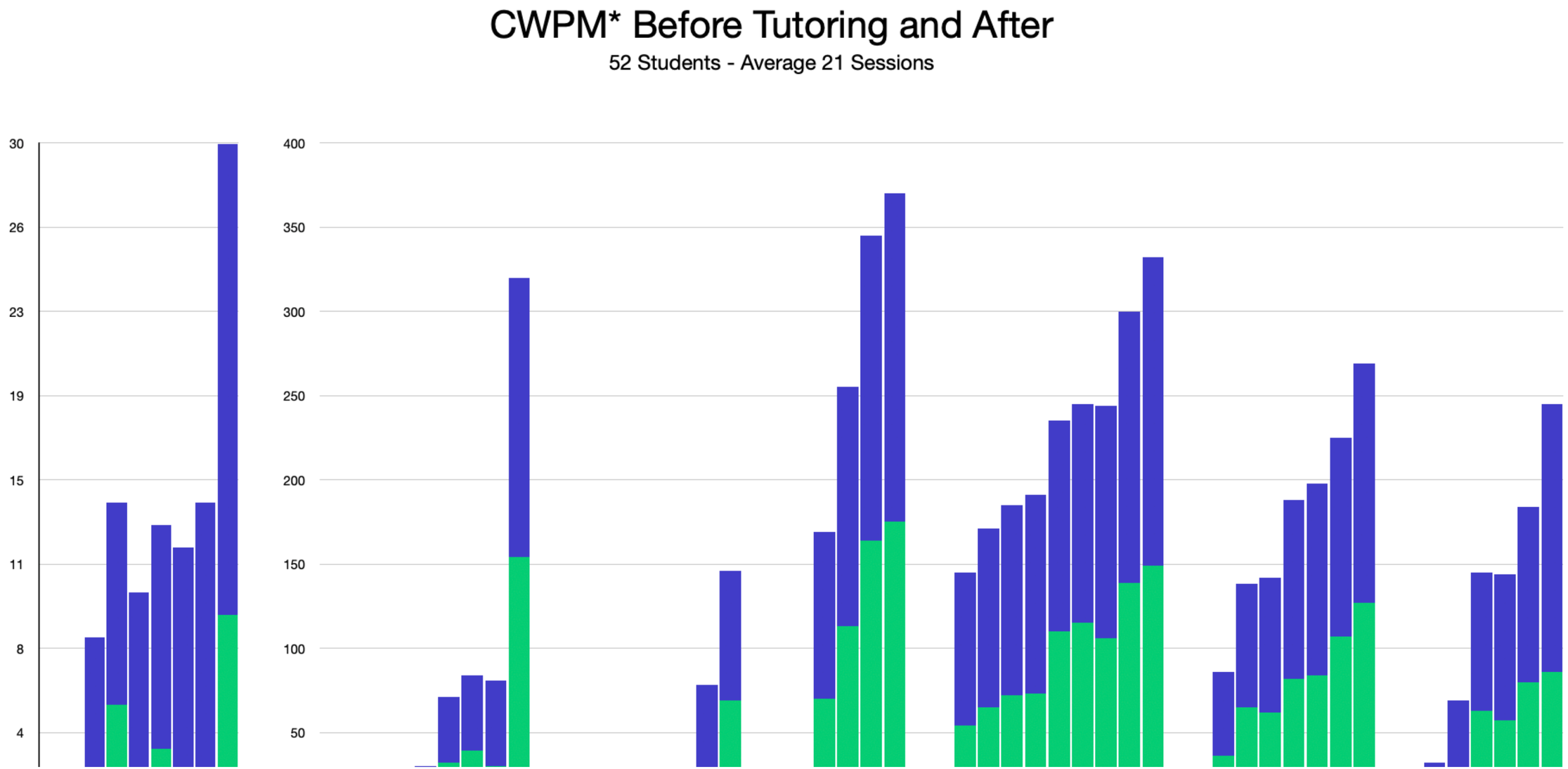
Teacher for over 25 years

Dyslexia Tutor since 2006

C-SLDS (in Process)



There is hope



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Five Things Every Teacher Should Know about Dyslexia

01	**It’s Common**	1 in 5 people • 4–5 students per classroom
02	**It’s Neurobiological**	Brain difference, not laziness or vision
03	**It’s Phonological**	Difficulty mapping sounds to letters
04	**Accommodations ≠ Remediation**	Access is not the same as building skill
05	**The Right Instruction**	Orton-Gillingham / Structured Literacy

It’s Common

1 in 5 people has dyslexia. - That’s 20% of the population.

In a class of 25 → 4 to 5 students.

They are already in your classroom — and most haven’t been identified.

It’s Neurobiological

A difference in how the brain processes language.
Not a vision problem. Not laziness.

Brain imaging shows different neural pathways for phonological processing.

You can’t see it from the outside — that’s why it gets missed.

How their brain is wired, not a character flaw.

It’s Phonological

Difficulty hearing, identifying, and manipulating sounds in words.

Reading = mapping those sounds onto letters.
When the mapping is weak, decoding becomes effortful.

Accurate but no comprehension = working memory consumed by decoding.

Rhyming, sound isolation, and blending practice build the exact skills that need strengthening.

Accommodations Don’t Remediate

Extra time, audiobooks, text-to-speech, reduced load — these give access.

They change how a student interacts with content.
They do not change the underlying skill.

Only explicit, structured instruction builds the reading skill itself.

Accommodations + remediation = partners, not substitutes.

The Right Instruction

Orton-Gillingham / Structured Literacy

- Explicit
- Systematic
- Sequential & Cumulative
- Multisensory
- Diagnostic

10–15 minutes daily beats an hour a week of something else. (2 hours/week is recommended)

Also Worth Knowing

- Strengths often travel with it (creativity, big-picture thinking)
- Can be flagged as early as age 5½
- Co-occurs with ADHD (30–50%)
- Anxiety and shame are common secondary effects
- Teachers are often first to spot it

Red Flags by Age Group

- Early Childhood (4–6): can’t remember sight words, no rhymes, letter-sound trouble, family history
- Elementary (6–10): guesses, b/d confusion, slow choppy reading, oral >> written
- Middle School (11–14): avoids reading aloud, can’t summarize, long homework times
- High School (15–18): reads just to pass, poor spelling, anxiety or giving up

What's Next

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- Free Evaluations for Students
- Free Consultations for Teachers and Schools
- Tutoring for your Students
- We accept Step Up Funds PEP & Unique Ability
  Absolute Reading and Dyslexia Tutoring
- Contact me or schedule a call:

Email - Reading@GrowthVenturesLLC.com
Phone Call - https://calendly.com/dana-huss/15-minute-phone-call
Free Reading Evaluation here https://calendly.com/dana-huss/evaluation