

10 Things Every Teacher Should Know about Dyslexia

Presented by Dana Huss

Please Send Me the Slides





ABOUT ME

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- Construction
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GROWTH READING CENTER

Reading Remediation for Schools

Online, One-on-One Tutoring

- Reading
- Math

IEP Support

Dyslexia Screenings for At-Risk Students

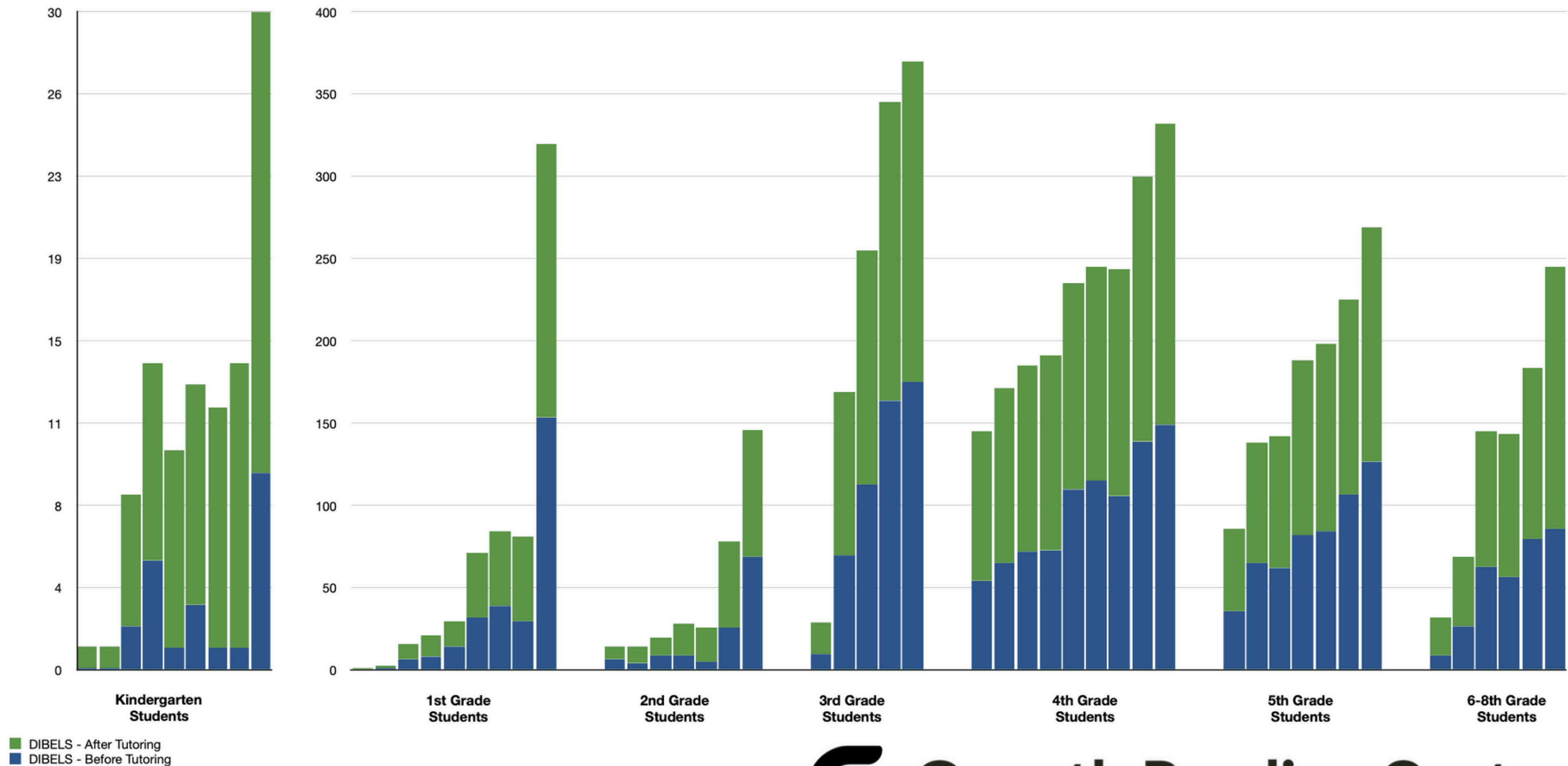
Special Education Consultations for Christian Schools

Professional Development For Schools



CWPM* Before Tutoring and After

52 Students - Average 21 Sessions



*Correct Words Per Minute

*Each blue & green column represents one student's reading growth.

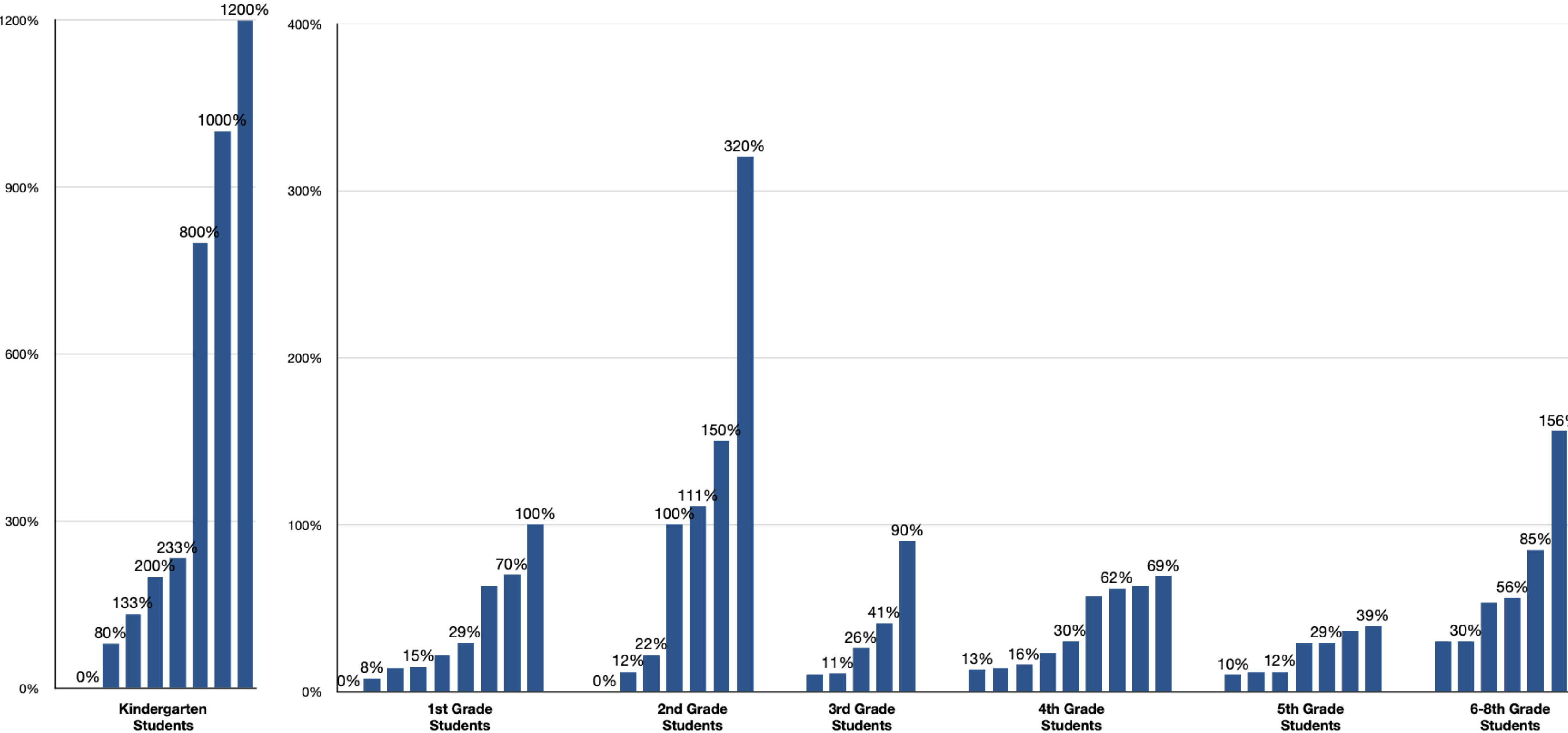
*Each student was administered DIBELS before tutoring with Growth Reading Center and then again at the end of their time with us. The average number of lessons that each student attended was 21.



Growth Reading Center

Percentage of Increase

52 Students - Average 21 Sessions



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DYSLEXIA IS REAL

Definition: Dyslexia is a neurological, language-based learning disability. It primarily affects the skills involved in accurate and fluent reading, spelling, and writing, stemming from difficulties in processing phonological components of language (International Dyslexia Association, 2021). The disorder is lifelong, yet with appropriate intervention, many individuals with dyslexia can achieve reading success

DYSLEXIA IS THE MOST COMMON LEARNING DISABILITY

It is estimated that approximately 50% of children struggle with reading and about 20% struggle with issues specifically related to dyslexia.

Approximately 70–85% of children in special education have dyslexia.

1 in 5



70–85%



DYSLEXIA IS GENETIC

40% of siblings of children with dyslexia also have reading issues.

49% of parents of dyslexic children also have dyslexia.

50% chance of a child having dyslexia if one parent has it.

100% 100% chance of a child having dyslexia if both parents have it.

Geneticists have found 3 genes that may be partially responsible for dyslexia.



Early Identification and Intervention is Critical

Screenings for Early Identification: Early literacy screenings help educators and parents identify risk factors for dyslexia before formal reading instruction begins. Screening tools often assess phonemic awareness, letter recognition, and other pre-reading skills that can indicate dyslexia risk. When detected early, interventions can be more effective and prevent future reading difficulties (Snowling & Hulme, 2012).

Dyslexia

Preschool

- delayed speech
- chronic ear infections
- severe reactions to childhood illnesses
- constant confusion of left versus right
- late establishing a dominant hand
- difficulty learning to tie shoes
- trouble memorizing their address, phone number, or the alphabet
- a close relative with dyslexia

- Mispronouncing words, beddy tear/teddy bear
- Using general words like thing and stuff
- Trouble with rhyming
- Trouble remembering the alphabet
- Telling stories that are hard to follow or having trouble talking about an event in a logical order
- Difficulty remembering and following multistep directions

Dyslexia

K-2

- Having trouble learning letter names and sounds
- Often confusing letters (b, d, p, q) or sound similar (f/v, b/p, d/t)
- Struggling to read familiar words (like cat), especially if there aren't pictures
- Substituting words when reading aloud (house/home)
- Having trouble separating the individual sounds, and blending sounds to make a word
- Having trouble remembering how words are spelled

3rd - 5th

- Confusing or skipping small words (for/of, from/form)
- Having trouble sounding out new words
- Having trouble quickly recognizing common words or sight words
- Can't explain what happened or answer questions about key details in a story
- Frequently making the same kinds of mistakes, like reversing letters

- Having poor spelling, like spelling the same word correctly and incorrectly in the same exercise
- Avoiding reading whenever possible or getting frustrated or upset when reading
- Struggling with word problems in math
- Struggles with long math problems (procedural memory)
- Can't remember times tables
- Poor time management
- Lack of organizational skills

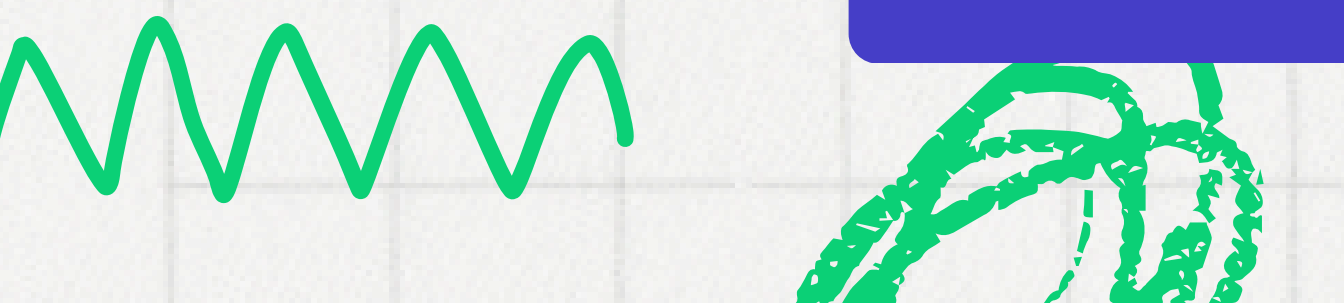


Dyslexia



Tween, Teen, and Adult

- Reading slowly or leaving out small words and parts of longer words
- Struggling to remember common abbreviations
- Often searching for words or using substitutes (gate/fence)
- Using the wrong word (scald/scold, crayon/crown)
- May have to read a page 2 or 3 times to understand it
- Terrible speller
- Limited vocabulary

- Taking a very long time to complete reading assignments
 - Having an easier time comprehending text that is read aloud
 - Difficulty putting thoughts onto paper - dreads writing memos or letters
 - Often gets lost, even in a familiar city
 - Sometimes confuses b and d, especially when tired or sick
- 

Orton-Gillingham Approach: Developed in the 1930s, the Orton-Gillingham approach remains one of the most effective methods for helping dyslexic individuals. It uses a multisensory, structured, sequential approach that teaches reading skills explicitly and systematically, which has proven highly effective for dyslexic students (Birsh, 2011). Programs based on Orton-Gillingham principles improve phonological skills and reading fluency, enabling dyslexic learners to make measurable progress.

Dyslexia Has No Bearing on Overall Intelligence

Dyslexia does not affect general intelligence, as people with dyslexia have average to above-average IQs. The challenges associated with dyslexia are specific to language processing and are not indicative of a lack of intellectual capability.

Dyslexia is Co-Morbid with Other Conditions

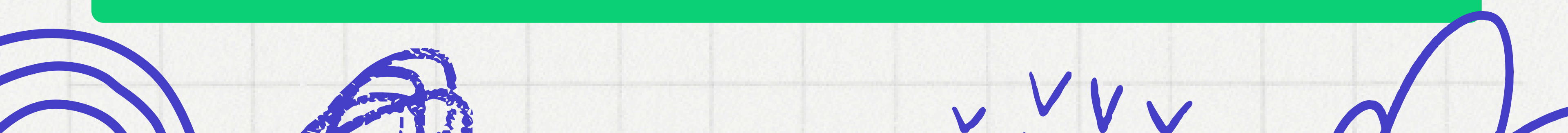
Dyslexia frequently co-occurs with other learning challenges:

- **Dysgraphia:** Many individuals with dyslexia also experience dysgraphia, a learning disability that affects writing abilities
- **Dyscalculia:** Dyscalculia, or difficulty with math, is another common co-morbid condition found in individuals with dyslexia (Butterworth et al., 2011).
- **ADHD:** Research shows a high co-occurrence rate between dyslexia and ADHD, with approximately 40-50% of individuals diagnosed with ADHD also exhibiting signs of dyslexia.



Dyslexia Can Be Mild to Severe, and Some Forms Are “Stealth”

Dyslexia exists on a spectrum from mild to severe. In “stealth dyslexia,” individuals may have above-average reading skills but still face issues with processing written information quickly and accurately. This form can be difficult to diagnose and often requires specialized assessments



Dyslexia Affects Self-Esteem, Motivation, and Behavior

Struggles with reading and academic tasks can negatively impact self-esteem and motivation, leading to behavioral challenges.

Dyslexic children may experience frustration and anxiety, often withdrawing from reading or classroom activities.

Providing encouragement and a positive learning environment can mitigate these effects.

Writing Prompt #2


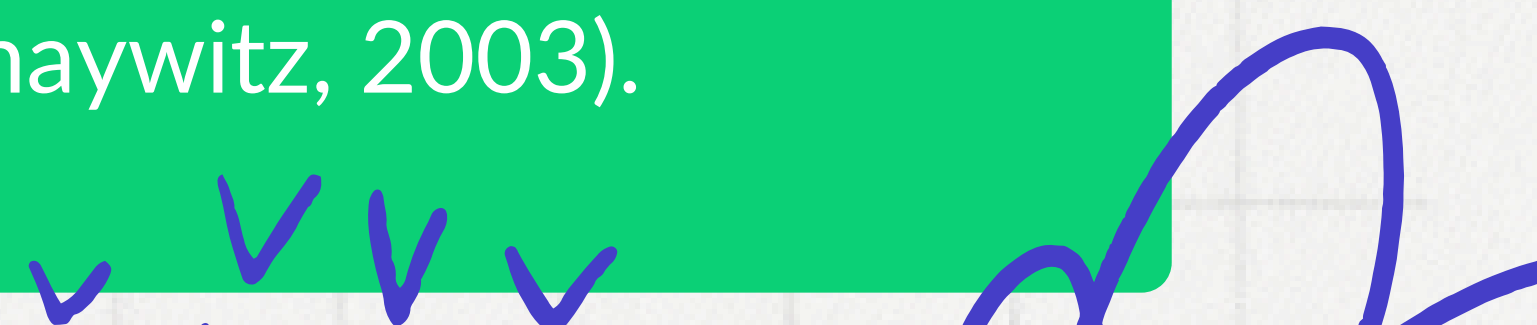
Everyone has had someone help them at one time or another. Dana Huss is my hero. She is helping me with my dyslexia. She makes me feel more confident because she is giving me a reason the word is spelled the way it is. Dana started helping me in the summer. I feel so happy because I can sound it out and know if there is a missing letter from the rules she gives me. Dana Huss will always be my hero.

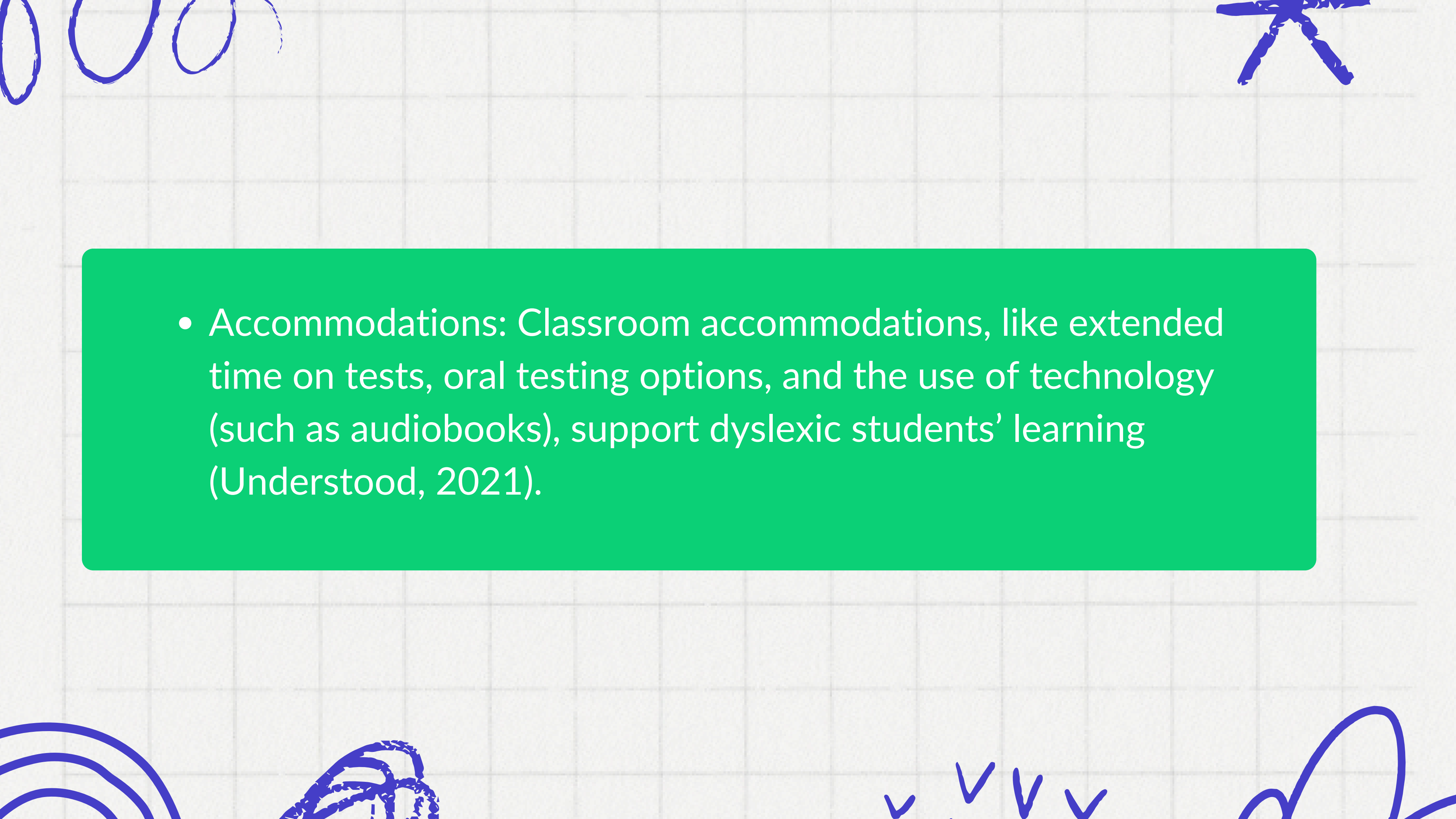
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Students Can Be Successful with Proper Intervention and Accommodations

With structured, evidence-based intervention and classroom accommodations, students with dyslexia can thrive academically.

- Systematic Instruction: Instruction in phonics, structural analysis, fluency, and spelling has been shown to improve literacy in dyslexic students. Structured literacy approaches emphasize explicit, systematic teaching of phonological awareness, phonics, and morphology (Shaywitz, 2003).
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- Accommodations: Classroom accommodations, like extended time on tests, oral testing options, and the use of technology (such as audiobooks), support dyslexic students' learning (Understood, 2021).

What can you do?

Classroom Materials

Dyslexia

- Post visual schedules and read them out loud.
- Provide colored strips or bookmarks to help focus on a line of text.
- Hand out letter and number strips.
- Use large-print text for worksheets.
- Use audiobooks.
- Allow the student to use text-to-speech software.
- Use speech-to-text software to help with writing.
- Have “hi-lo” (high-interest/low readability) books on hand.
- Give extra time for reading and writing.
- Give multiple opportunities to read the same text.
- Have students partner up for studying.

What can you do?

Introducing New Concepts Dyslexia

- Pre-teach new concepts and vocabulary.
- Provide typed notes or an outline of the lesson.
- Give advance organizers.
- Provide a glossary of content-related terms.
- Use visual or auditory support for lecture material.

What can you do?

Giving Instructions Dyslexia

- Give step-by-step directions and read written instructions out loud.
- Simplify directions using keywords.
- Highlight keywords and ideas on worksheets.
- Check in with the student often.
- Show examples of correct and completed work.
- Provide a rubric of a successful assignment.
- Help the student break tasks into smaller steps.
- Give self-monitoring checklists.
- Arrange worksheet problems from easy to hard.

What can you do?

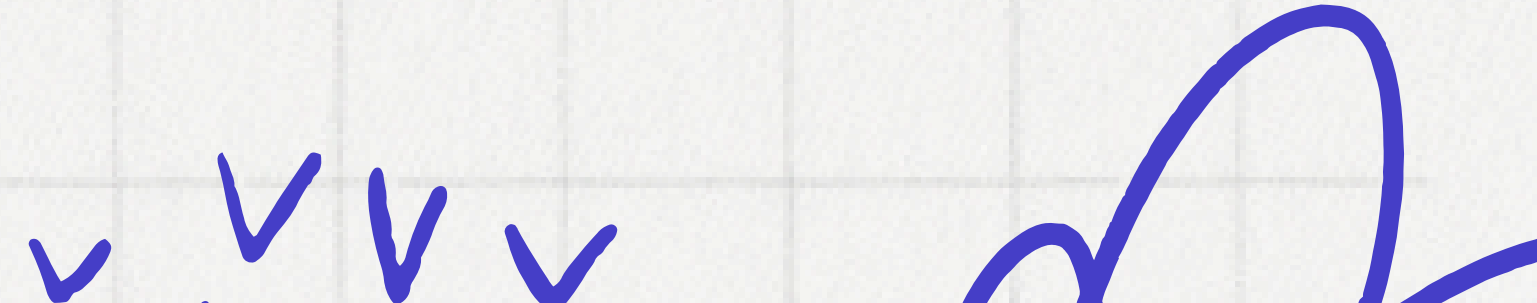

Completing Tests and Assignments Dyslexia



- Grade the student on content, not things like spelling or reading fluency.
- Allow different ways to show understanding.
- Allow different ways to respond to test questions (scribe).
- Give extra time for taking tests.
- Set up a quiet room for test-taking.



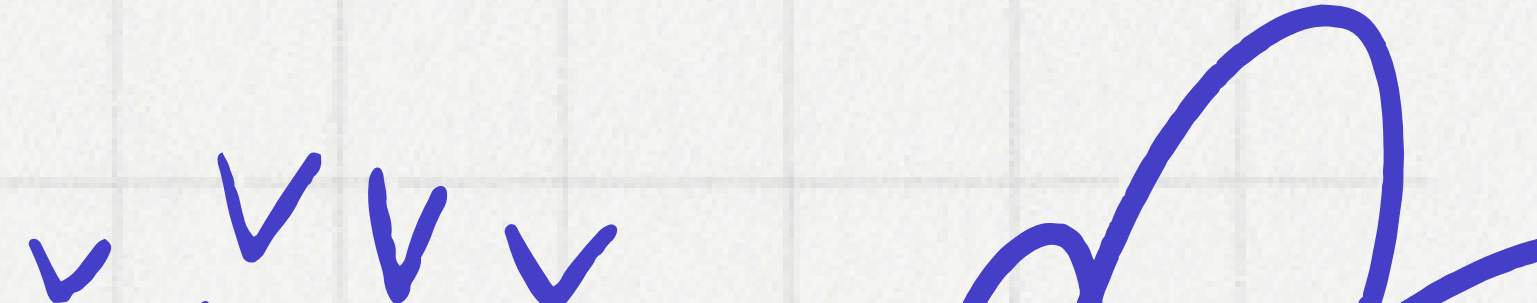

People with Dyslexia Often Have Unique Strengths


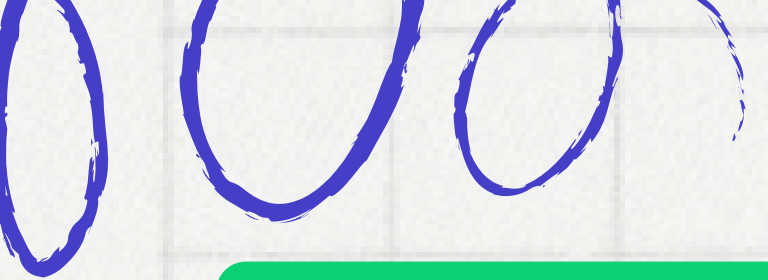
Individuals with dyslexia frequently display strengths in creativity, problem-solving, and spatial reasoning. Some may excel in fields like art, design, entrepreneurship, and engineering, showcasing the diverse strengths that accompany this learning disability





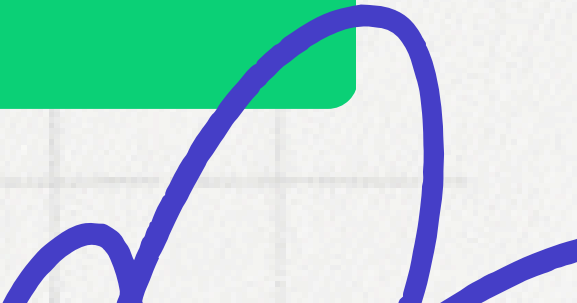


Visual-Spatial Skills: Research suggests that people with dyslexia may have heightened visual-spatial skills, allowing them to excel in fields that require creativity, pattern recognition, and innovative thinking. This skill set is common among architects, artists, and engineers (West, 2009).







Strengths in Problem Solving: Dyslexic individuals often develop strong problem-solving skills as they find alternative ways to manage their reading challenges. This adaptability can translate into strengths in strategic thinking, leadership, and innovation (Eide & Eide, 2011).

Creativity and Big-Picture Thinking: Studies show that people with dyslexia tend to process information holistically rather than sequentially, a skill that fosters creativity and “big-picture” thinking. This can be a unique asset in areas requiring innovation, such as business and the arts (Wolff & Lundberg, 2002).





M-STRENGTHS

Material Reasoning - Reasoning about the Physical or Material World

SPATIAL THINKING - VISUAL THINKING - NAVIGATION

Architects

Artists

Builders

Computers IT

Designers Engineers


Filmmakers

Sailors

Surgeons

Pilots





I-STRENGTHS

Interconnected Reasoning: Ability to Spot Connections Between
Different Ideas, Objects, or Different Points of View

INTERCONNECTED - PATTERN DETECTION - BIG PICTURE

Actors and Actresses

Chefs

Doctors


Historians

Inventors


Museum Directors Scientists

Software Design





N-STRENGTHS



Narrative Reasoning: Reasoning and Learning with Stories

STORYTELLER - PERSONAL MEMORY - SCENE CREATION

Authors Coaches

Counselors

CEOS

Lawyers

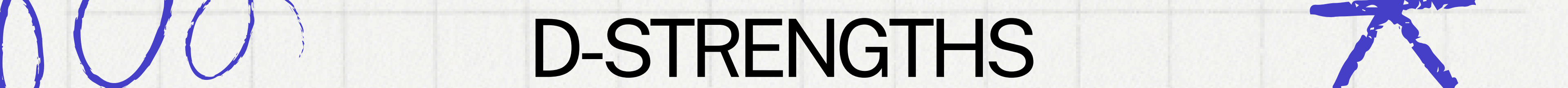
Marketers Ministers Musicians Politicians

Psychologists

Sales

Teachers





D-STRENGTHS

Dynamic Reasoning: Reasoning In Complex and Changing Environments,
Mental Simulation, and Ability to Predict the Future

GOAL DIRECTED - FUTURE PREDICTION - COMPLEX SYSTEMS

Accountants
CEOs
Doctors
Economists
Entrepreneurs
Farmers
Game
Designers Investors
Strategists
Traders



DYSLEXIA GIFTS?

20% of the population is dyslexic

40% of entrepreneurs are dyslexic

60% of self-made millionaires are dyslexic

50% of the people that work at NASA are dyslexic

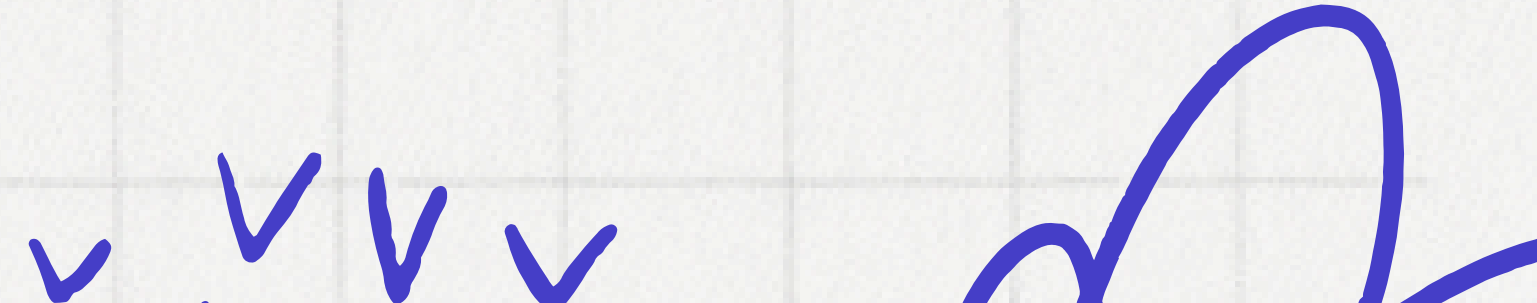

SHARK TANK



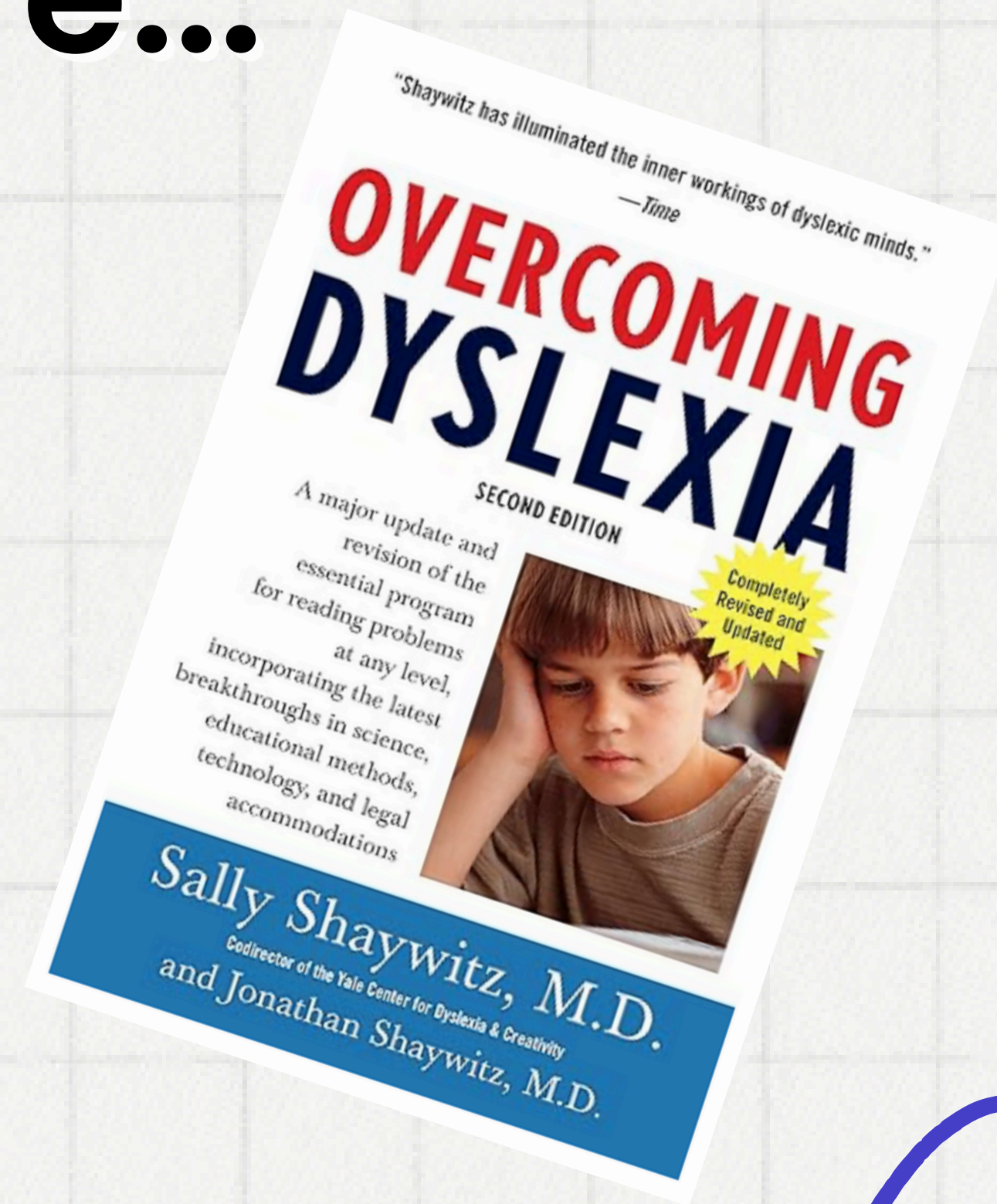
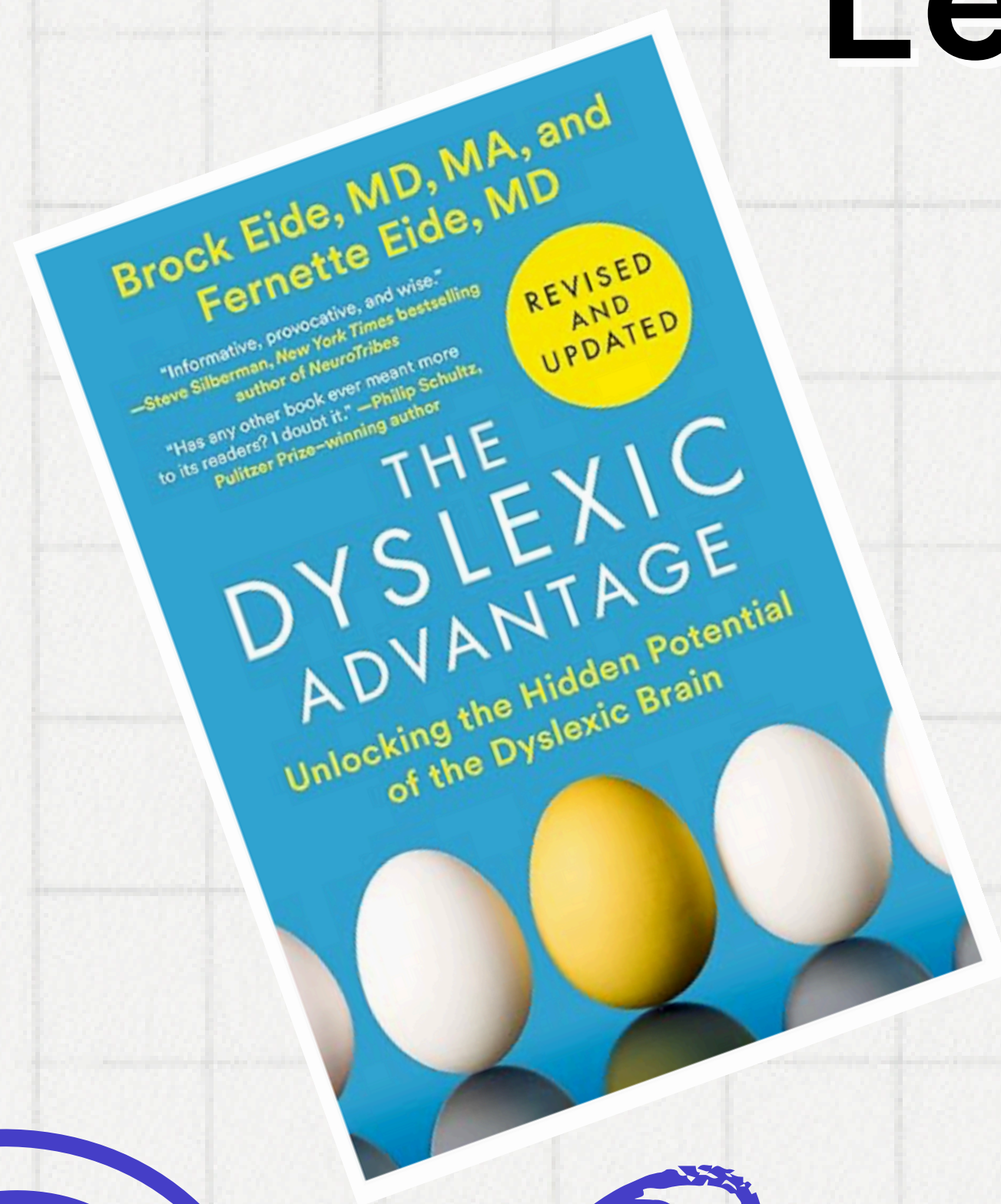


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Learn More...



I want more information

