



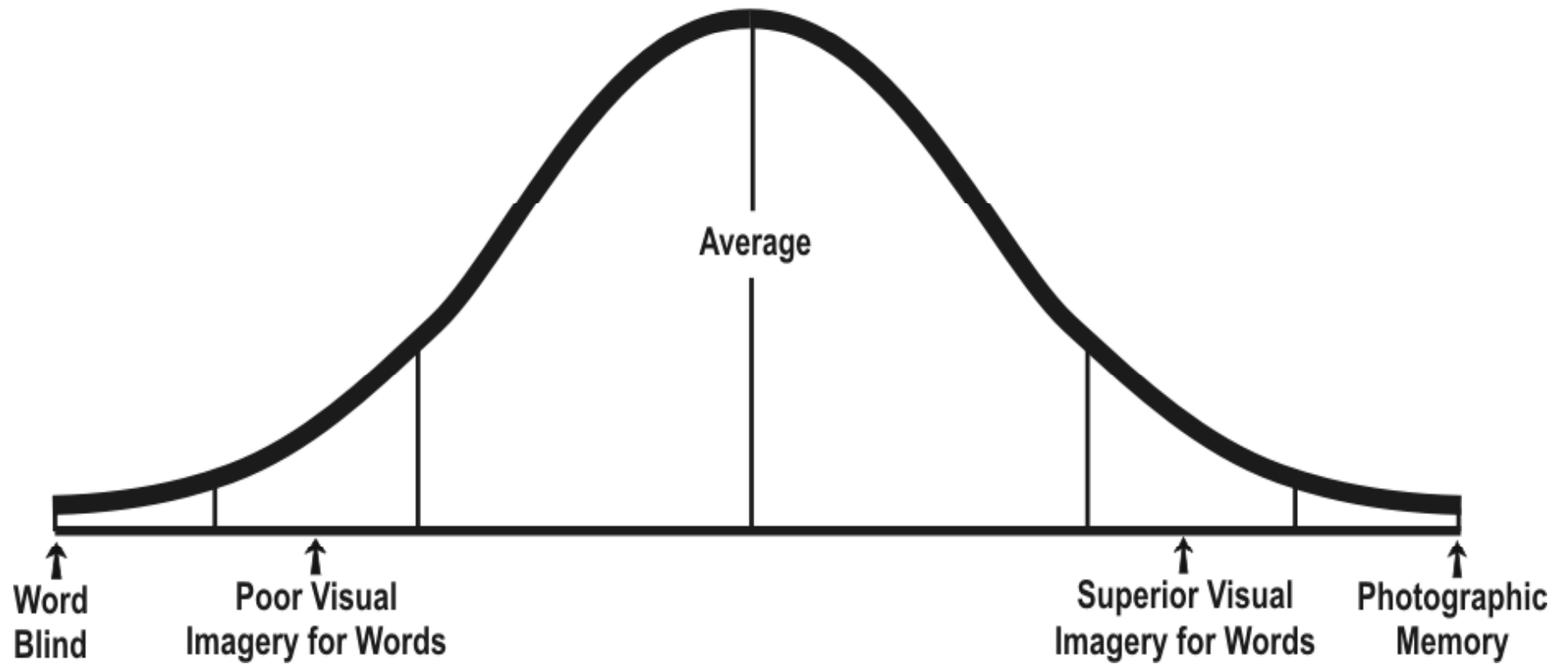
Dyslexia

What is it?

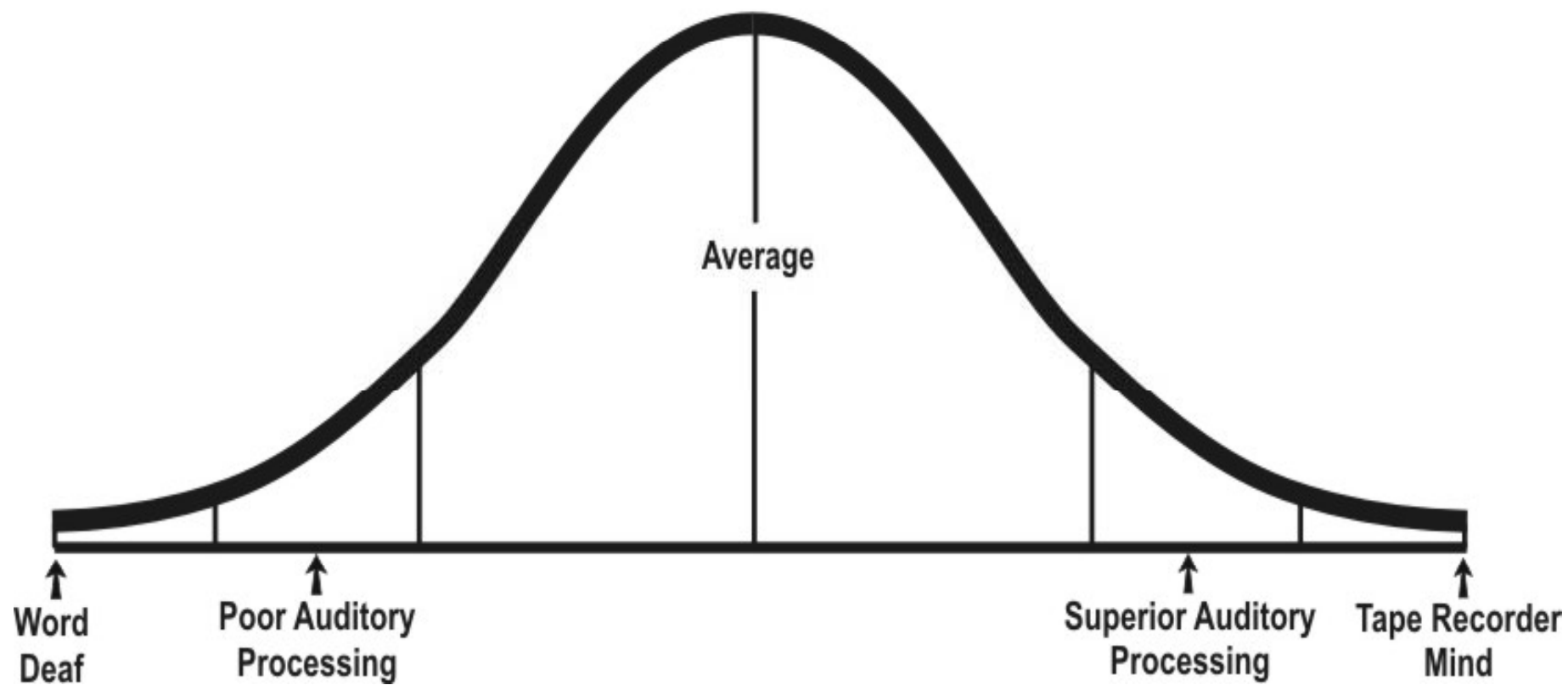
The Process of Learning

1. Five senses act as receptors to the outside world (we sense and attend)
2. ■■■➔ Input to brain for processing (this is visual, auditory, tactile, etc.)
3. ■■■➔ Perception (the brain's awareness of the sensation)
4. ■■■➔ Concept (language is applied)
5. ■■■➔ Storage in memory

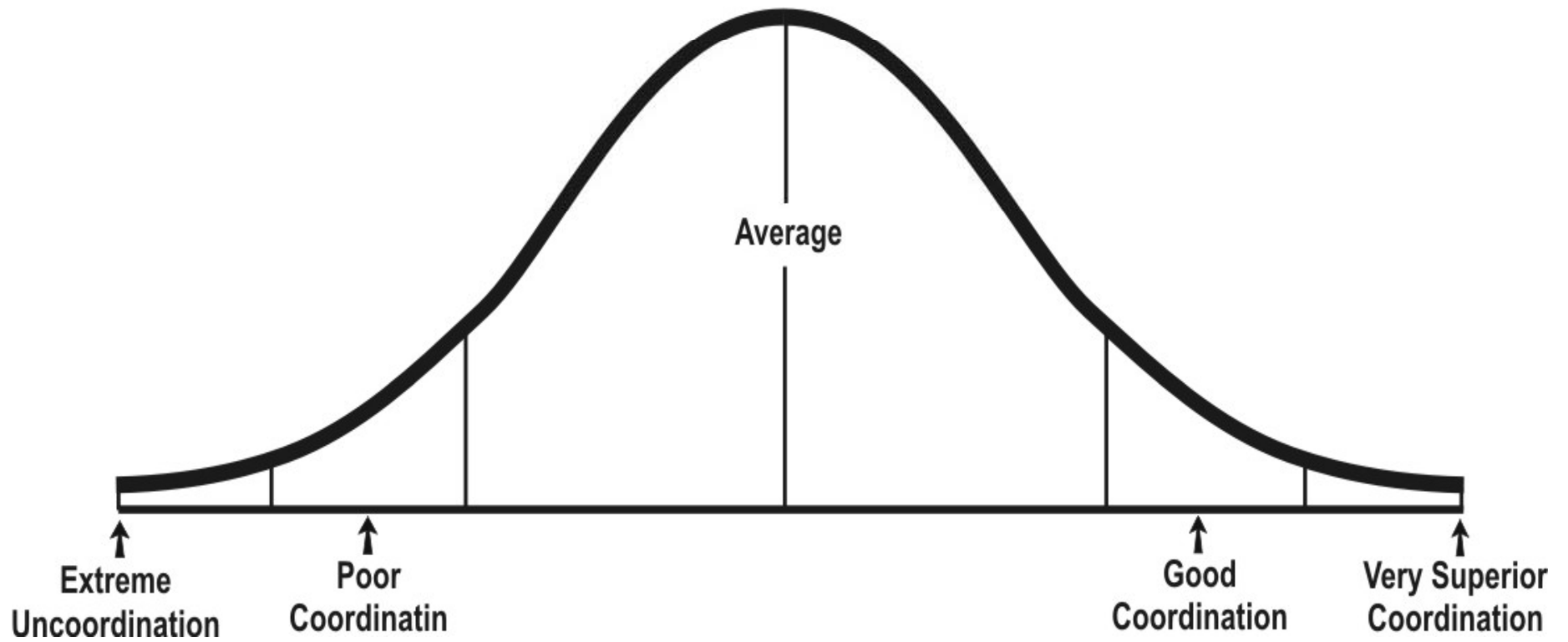
Visual Pathway



Auditory Pathway



Kinesthetic Pathway



Federal Definition of Learning Disabilities

- *Specific learning disability* is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.

Federal Definition

Learning Disabilities

- The term includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

International Dyslexia Association

Definition of Dyslexia

Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and 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.

International Dyslexia Association

Definition of Dyslexia

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

dys - lexia

difficulty with language

reading – decoding and/or comprehension

spelling

writing – formation of letters and/or written expression

expressive language – speaking

receptive language – listening

Diagnosis

No Single Test

Psycho-educational Evaluation

includes

I.Q. Test

Achievement Tests

Language Learning Difficulties of Persons With Dyslexia

1. Difficulty getting information to **long-term memory**.
2. Difficulty **retrieving** information from memory.
3. Difficulty **sequencing** information.
4. Difficulty remembering and understanding **abstract concepts**.

Language Learning Difficulties of Persons With Dyslexia

5. Difficulty in **recognizing patterns** and **generalizations**
6. Difficulty **integrating information**
7. Difficulty **transferring information** from memory to various activities

Source: Michigan Dyslexia Institute

Simulation 1

An old woman baked gingerbread. She had dough left over, so she made the shape of a little man. She made eyes, a nose and a smiling mouth and placed currawants down his front to look like buttons. Then she laid him on a baking tray and put him in the oven. After a while, something rattled at the oven door. She opened it and out jumped the little gingerbread man. She tried to catch him but he slipped past her, calling as he ran, "Run, run, as fast as you can. You can't catch me, I'm the gingerbread man!"

On a fine sunny day in the town of Woodage you see people gather in the town square. There is not a notice to meet nor an event to gather for. Rather the people come out to visit with each other on fine sunny days in Woodage.

Where every other day the people are accountants, bakers, engineers, clerks, and regular working folk.

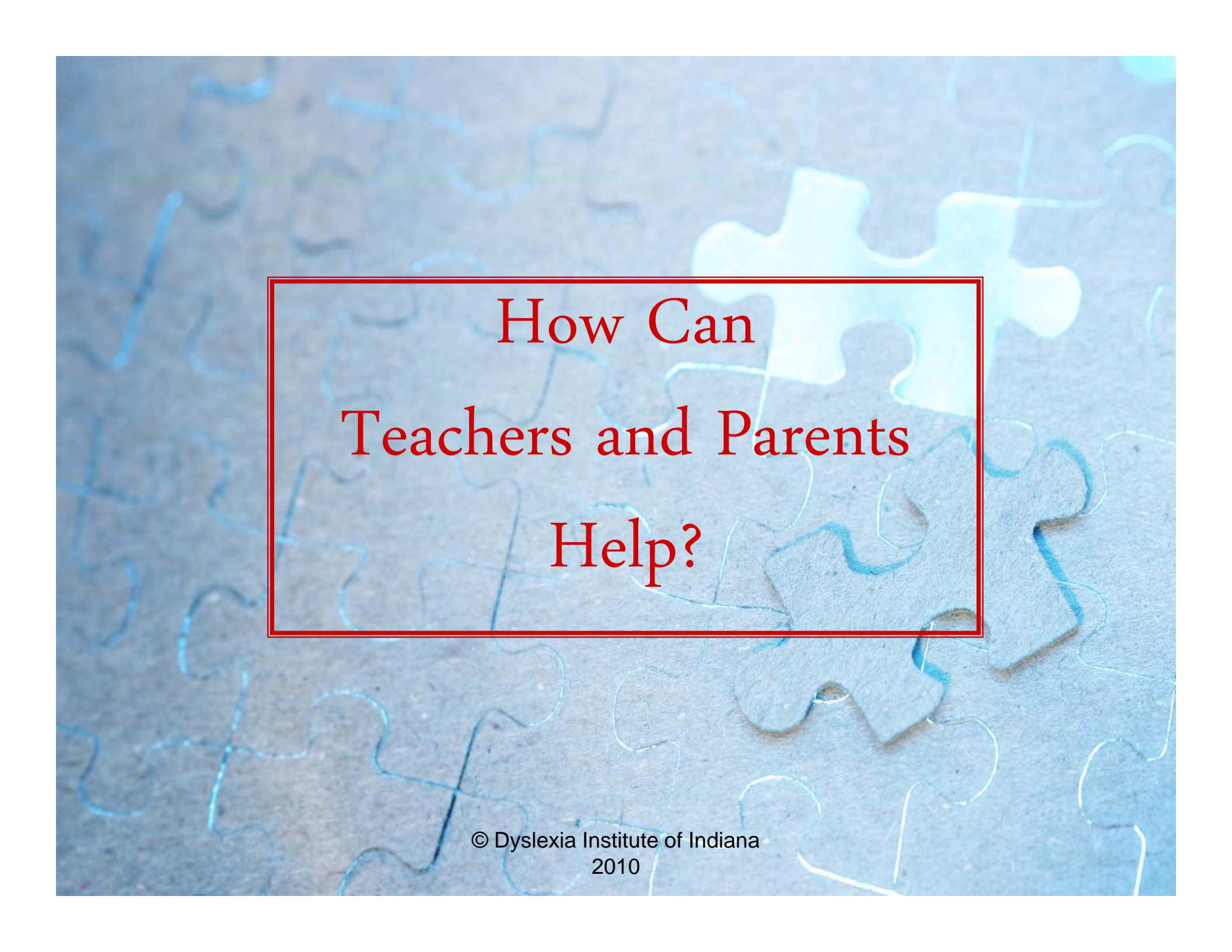
On fine sunny days in the fine town of Woodage the people are different when they gather in the town square. They are fiddlers, acrobats, clowns, gestures, peddlers, zoo keepers, dancers and cavorters. They play, they laugh, they sing on fine sunny days in the small town of Woodage. And when the sun goes down the people go home to prepare for the next day when they are once again regular working folk. And that is what happens on fine sunny days in the small town of Woodage.

Characteristics – What You Might Observe

- Taking longer in completing tasks or answering questions.
- Difficulty reading: 1) decoding; 2) slow; 3) laborious
- Difficulty comprehending: 1) main ideas; 2) inferences
- Difficulty writing: 1) handwriting; 2) written expression
- Difficulty spelling
- Difficulty understanding idioms, cliches
- Difficulty with directionality (up/down, left/right)
- Difficulty with time (yesterday/tomorrow)

Characteristics – What You Might Observe

- Difficulty with social cues
- Distractible
- Disorganized
- Difficulty expressing thoughts orally
- Difficulty memorizing facts
- Difficulty with phone numbers, messages, instructions
- Strong gifts in certain areas



How Can
Teachers and Parents
Help?

Strategies For Parents

- Build relationships with your child's teachers.
- Create a structured homework atmosphere. (Consistent time and place)
- Read with and to your child daily.
- Practice writing at home.
- Make math a part of everyday life.
- Ask your child to explain his/her thinking.
- Learn multi-sensory strategies to help with assignments.

Strategies For Parents

- Use the community as a classroom.
- Encourage group study.
- Remain positive
- Take short breaks between assignments
- Encourage your child to use their strengths whenever possible when there are choices about how an assignment is done.
- Praise your child for their hard work.

Essential Elements of a Multisensory Teaching Approach

1. Multisensory
2. Alphabetic – Phonetic
3. Synthetic – Analytic
4. Structured
5. Sequential
6. Cumulative
7. Repetitive
8. Cognitive
9. Diagnostic
10. Prescriptive

Strategies For Teaching

- Multi-sensory teaching – use all three pathways
- Take away any distractions
- Student may need to sit in front in classroom
- Use eye contact
- Teach one skill, then review as others are added
- Over teach – to automaticity
- Give sequential directions

Strategies For Teaching

- Give assignments orally and written
- Give extra time to process
- Have student repeat back what they heard for clarity
- They may need to tape class
- Use mnemonics or memory aids
- They may need lecture class notes from another student or handout from teacher

Strategies For Teaching

- Use “finger-spelling”
- Have student use index finger of dominant hand to read text
- Encourage student to use highlighters, post-it notes, or any other visual aids to emphasize main points
- Work on weaknesses one at a time
- Encourage strengths

Thank You!

For more information about:

- **Tutor and teacher training**
- **Professional development opportunities**
- **School-based programming**
 - **Parent education**
 - **Local tutoring services**
 - **Summer camp**

Visit our website at:

www.dyslexiaindiana.org

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