



THE BASICS OF DYSLEXIA

TUESDAY MANDATED PD
2019-2020
Administrator Tip Sheet

Overview

Dyslexia is a disability that is neurobiological in origin and affects 1 out of 5 people. Often times having Dyslexia goes undetected until the student finds difficulty when learning to read and write. For most people with dyslexia, the primary problem is difficulty in being able to recognize and manipulate the smallest units of sounds, called phonemes. This makes it difficult to link these sounds to the letter or letters, called graphemes, that represent the sounds in print. Difficulty making the connections between sounds and letters leads to problems with reading words, sentences, and passages fluently. So that students can receive the right supports, early identification and intervention is very important. Using a multi-sensory approach is how we can help our students with Dyslexia. It is flexible enough to serve a wide range of ages and learning differences. A multisensory approach can be valuable to many, but it is primordial to a student with Dyslexia. Reading instruction must teach vocabulary, fluency, and reading comprehension strategies. It is key to note that students with Dyslexia are general education students first and may or may not receive special education services.

Module Purpose and Goals

The Dyslexia Basics module has been developed to increase awareness and build a common language around Dyslexia for K-12 teachers. The three main goals are to:

1. Understand the meaning of Dyslexia and its characteristics
2. Identify systems to support students with Dyslexia
3. Explore the different Dyslexia resources in Los Angeles Unified

Signs of Dyslexia

According to the *International Dyslexia Association* (IDA) students with Dyslexia may experience difficulty with the following:

- ✚ Learning letters and their sounds
- ✚ Organizing written and spoken language
- ✚ Spelling
- ✚ Memorizing number facts
- ✚ Reading quickly enough to comprehend
- ✚ Keeping up with and comprehending longer reading assignments
- ✚ Learning a foreign language
- ✚ Correctly doing math operations

Outcomes

- ✚ Create a support system in the classroom
- ✚ Listen to students' feelings and teach them to talk about their feelings
- ✚ Rewarding effort, not just "the product"
- ✚ Implement academic accommodations such as giving extra time to complete tasks
- ✚ Provide audio books and allow students to use text reading and word processing computer programs
- ✚ Clarify or simplify written directions using visuals or short phrases
- ✚ Present a small amount of work or in parts/chunks
- ✚ Refrain from using the words "lazy" or "incorrigible"
- ✚ Post and explain clear expectations