



FAST FACTS ABOUT DYSLEXIA



Dyslexia means “poor words.” *Dys-* means poor or difficult in Greek and *lexis* means words.



Dyslexia affects individuals in different degrees and symptoms may vary from one person to another.



It is a neurological condition caused by the way the brain processes how sounds are represented in words and how they look in writing.



Adequate targeted and explicit instruction can modify the way the brain works and strengthen pathways for reading.



Dyslexia is a lifelong condition. Individuals don't outgrow it, but with appropriate interventions, it improves.



It is not a problem with intelligence or vision; it runs in the family and occurs in people of all backgrounds.

Revised from: *Dyslexia and Orton-Gillingham*
– Tammys' Teaching Tools (2019)

WHAT IS DYSLEXIA?

The definition of the International Dyslexia Association (IDA) states:

“Dyslexia is a specific learning disability that is neurological 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.”

WHAT ARE SOME INDICATORS OF DYSLEXIA?

There are a variety of characteristics associated with dyslexia. The following may be indicators of dyslexia “if they are unexpected for the individual’s age, educational level, or cognitive abilities”:

- difficulty processing the sounds of speech
- difficulty decoding, finding, and reading words
- difficulty with reading comprehension and fluency
- difficulty learning/remembering the names of letters and their respective sounds
- difficulty with learning and recalling the alphabet in sequence
- difficulty with spelling and written compositions
- family history of similar difficulties

HOW IS DYSLEXIA IDENTIFIED?

Students in kindergarten and first grade are screened for dyslexia every year. If students demonstrate to be at-risk for dyslexia, parents or legal guardians are contacted with a proposal for formal dyslexia evaluation and informed of their rights under Section 504, the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act and the Individuals with Disabilities Education Act (IDEA). With parent/guardian consent, students will be assessed in the following areas:

- reading single words in isolation
- phonological awareness
- letter knowledge
- reading comprehension
- word decoding
- rapid naming
- fluency/rate and accuracy
- spelling

Identification will be determined if students exhibit characteristics such as unexpected lack of academic progress, while having adequate intelligence receiving conventional instruction, and lack of progress not due to language differences, poor attendance, or lack of formal instruction. The decision process established by the district for identification, intervention, and placement concerning dyslexia and other related disorders is in accordance with federal and state guidelines.

Scan QR code to access *The Dyslexia Handbook (2021 Update)*



WHAT INSTRUCTIONAL PROGRAM IS USED FOR STUDENTS WITH DYSLEXIA?

Cityscape Schools offers standard protocol dyslexia instruction in a small group setting, based on an explicit, systematic, and intentional instructional approach, providing evidence-based and multisensory learning experiences by an appropriately trained educator. The instructional approach includes the following characteristics:

- **Systematic and Cumulative:** follows a logical order of language, beginning with the easiest and most basic concepts, and progresses methodically to more difficult concepts that build on previously taught content.
 - **Explicit:** uses direct teaching of all concepts and phonics instruction.
 - **Diagnostic:** the trained educator uses individualized instruction based on careful and continuous assessment, helping students achieve mastery of skills.
 - **Multisensory:** students use the senses of sight, sound, touch, and movement to create pathways that process and retain information.
 - **Flexible:** educators have the freedom to change lessons based on a student's performance.
- Incorporates phonology, phonemic awareness, sound-symbol association, phonics, syllable instruction, morphology, syntax, and semantics into lessons to assure that all students have the underlying skills to decode words successfully and become independent and fluent readers.

Retrieved from Dyslexia and Orton-Gillingham – Tammys' Teaching Tools (2019)

HOW CAN I SUPPORT MY CHILD?

Struggling readers need daily practice with reading. The following strategies are simple ways to support your child at home:

- Read aloud to your child and keep books and magazines at home.
- Model reading and writing for your child being creative and innovative.
- Encourage your child to read recipes when cooking and road signs when driving.
- Allow your child to enjoy audiobooks and pre-recorded read alouds.
- Help your child with homework in a way that keeps him/her responsible.
- Praise for hard work, persistence, willingness to ask for help.
- Carry books along when you go to the dentist, doctor, or places you may have to wait. You can also give your child access to audiobooks using a tablet or smartphone.

WHERE CAN I FIND MORE INFORMATION?

The International Dyslexia Association
<https://dyslexiaida.org/>

Reading Rockets
<https://www.readingrockets.org/>

National Center of Learning Disabilities
<https://www.nclld.org/>

Understood
<https://www.understood.org/>

Dyslexiaville
<https://superdville.com/>


LD Online
<https://www.ldonline.org/>

Learning Ally
<https://learningally.org/>

Bookshare
<https://www.bookshare.org/cms/>

Learning Works for Kids
<https://learningworksforkids.com/>

 <https://www.cityscapeschools.org/>

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