

# DYSLEXIA



As defined in Texas Education Code Section §38.003:

"Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

"Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

The student who struggles with reading, writing, and/or spelling often puzzles teachers and parents. The student displays average ability to learn in the absence of print; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

## Common Signs of Dyslexia

### Preschool :

- ⇒ May talk later than most children
- ⇒ May have difficulty with rhyming
- ⇒ May have difficulty pronouncing words (i.e., *busgetti* for *spaghetti*, *mawn lower* for *lawn mower*)
- ⇒ May have poor memory for nursery rhymes and chants
- ⇒ May be slow to add new vocabulary words
- ⇒ May be unable to recall the right word (i.e., says that "*thingy*" for objects)
- ⇒ May have trouble learning numbers, days of the week, colors, shapes, and how to spell and write his or her name

### Kindergarten through Third grade:

- ⇒ Fails to understand that words come apart; (i.e., that *snowman* can be pulled apart *snow* and *man*, and later on, that the word *man* can be broken down further and sounded out as *l m l l ä l l n l*)
- ⇒ Has difficulty learning the letter names and their corresponding sounds
- ⇒ Has difficulty reading words in isolation
- ⇒ Has difficulty spelling words phonetically (that is spelling words by sounding out)
- ⇒ Reads dysfluently (choppy and labored)
- ⇒ Relies on context to recognize a word

### Fourth grade through High School:

- ⇒ Has a history of reading and spelling difficulties
- ⇒ Avoids reading aloud
- ⇒ Reads most materials slowly; oral reading is labored, not fluent
- ⇒ Avoids reading for pleasure
- ⇒ May have an inadequate vocabulary
- ⇒ Has difficulty spelling; may resort to using less complicated words in writing that are easier to spell

## Serving students with Dyslexia

Once a student has been identified as a student with dyslexia by the members of a team knowledgeable of the student and of the components of dyslexia, as well as instructional approaches for students with dyslexia, the team will collaborate on instructional decisions for the student.

Components of instruction, as appropriate for the reading needs of the student, include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress;
- Individualized instruction that meets the specific learning needs of each individual student in a small group setting; a reading curriculum that matches each student's individual ability level;
- Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and produces results;
- Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and
- Multi-sensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

## *Tips for Parents of Children with Dyslexia*

*Explain that individuals learn differently.*

*Encourage your child to ask questions and discuss concerns and difficulty in learning.*

*Encourage your child to learn through listening, talking, observing, and experiencing.*

*Maintain high expectations for content learning despite reading and writing limitations, while emphasizing other ways to learn.*

*Offer frequent and specific praise to your child for good effort as well as for success.*

*Organize your child's environment and agree upon a regular routine for meals, homework, recreation, chores, bedtime, etc .*

*Develop an on-going communication system between home and school.*

*READ, READ, READ . . . to and with your child.*

If you suspect your child demonstrates the characteristics of dyslexia, please contact your child's teacher to discuss your concerns.

*For more information contact:*

Dalhart Elementary School	244-7350
Dalhart Intermediate School	244-7380
Dalhart Junior High School	244-7825
Dalhart Senior High School	244-7300
XIT Secondary School	244-7340

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