

Dyslexia Quick Facts

Red Flags for Dyslexia

- Difficulty with Phonological Processing
 - Delayed acquisition of speech
 - History of articulation problems
 - Trouble learning common nursery rhymes
 - Difficulty distinguishing different sounds in words
 - Difficulty acquiring sound/symbol relationships
 - Mispronunciations of long, familiar words (*pasgetti instead of spaghetti*)
 - Difficulty with spelling
 - Difficulty applying rules to decode nonsense words
- Difficulties with rapid automatic naming or word retrieval
 - Difficulty rapidly naming letters
 - Difficulty with finding the word he/she wants to use
 - Difficulty learning the alphabet, numbers, days of the week, colors, shapes
 - Inaccurate reading
 - Slow, laborious reading
 - Difficulty learning math facts
- Word retrieval difficulties impact: Conversation, Ability and desire to answer in class, ability to retrieve symbols (letters and numbers), Decoding and Comprehension, Spelling, Concepts, Math facts, Math procedures, Vocabulary, Social interactions

Myths and Misperceptions

- Dyslexics see words backwards
- Can't be diagnosed until a child is 8 years old
- Affects mainly boys
- Is a rare condition
- Children outgrow reading problems
- Children who are struggling to learn to read just need "*the gift of time*" and don't need specialized teaching
- Individuals with dyslexia aren't smart
- Dyslexia is caused by poor teaching

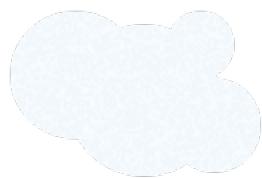
What Causes Dyslexia?

- Brain Basics
 - Neuro-biological in origin
 - Structural differences in brain
 - More diffuse/ less efficient functioning during reading
- Genetics
 - Dyslexia runs in families
 - Between ¼ to ½ of children born to dyslexic parents will also be dyslexic (Shaywitz, p. 99)

The Portrait of Dyslexia in School

- Phonemic Awareness & Phonics
 - Difficulty attuning to the individual, discrete sounds of language
 - Difficulty making accurate sound-letter (i.e. phoneme-grapheme) mappings
- Fluency
 - Rate can be slower
 - Accuracy is poor or inconsistent
 - Tracking may impact fluency
 - Research indicates that fluency must be established by 3rd grade for best outcome
- Comprehension
 - Weak decoding can place demands on working memory (WM), negatively affecting WM available for comprehension
 - Comprehension weaknesses are not typically related to language or knowledge
- Written Expression
 - Mechanics and Spelling are impacted
 - Formulation can be impacted by retrieval difficulties (oral and written)





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for Language & Literacy
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