



# Dyslexia

By: Dr. Chendra Williams



# Definition

Dyslexia is the name for specific learning disabilities in reading "*Dyslexia is a language-based learning disability of neurological origin*"

“Dys” (meaning poor or inadequate) plus

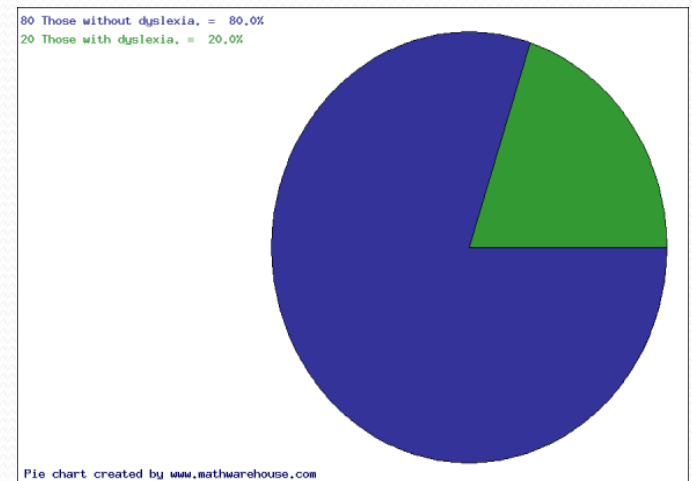
“lexis” (words or language) It is essentially a problem with words

**Neural Signature for Dyslexia:  
Disruption of Posterior Reading Systems**



# Statistics

- According to the latest dyslexia research from the National Institutes of Health, dyslexia affects 20 percent of Americans.
- **That's one out of every five children.**
- Dyslexia is by far the most common learning disability.

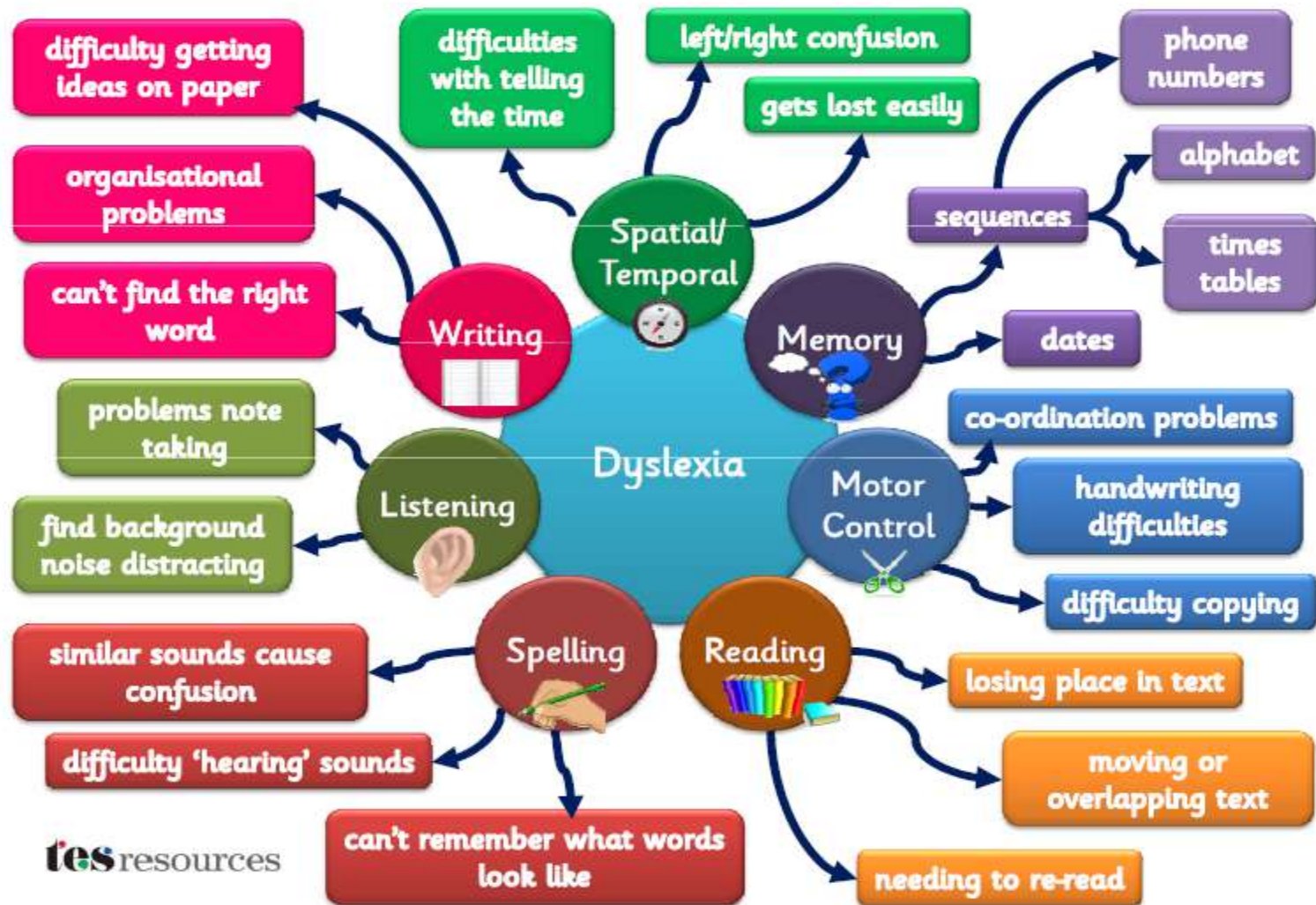


# Characteristics of Dyslexia

- Dyslexia is often characterized by difficulties with accurate word recognition, decoding and spelling.
- Dyslexia may cause problems with reading comprehension and slow down vocabulary growth.
- Dyslexia may result in poor reading fluency and reading out loud.



# Characteristics Con't



# The Gifted Child with Dyslexia(Possible Issues)

Gifted children with dyslexia are less likely to be identified as gifted because their learning difficulty may hide their abilities. Dyslexic children who are gifted can be overlooked, because their talents allow them to build strategies to mitigate their learning difficulties. This can present a dilemma for their parents because they are usually aware of their child's high ability but can see the problems that the learning difficulties cause which keeps them just on average in the classroom.



# *Giftedness Hides the Dyslexia, and Dyslexia Hides the Giftedness(Possible Issues)*

- **Giftedness Hides the Dyslexia**

Gifted children with strong memory and problem solving abilities can compensate for some dyslexic challenges; he's able to read, how can he have dyslexia...

- **Dyslexia Hides the Giftedness**

Persisting challenges in spelling, writing, math, time awareness, organization, etc. make it harder for teachers and others to see students' gifted abilities; look at her writing, are you sure she's gifted?...

*Misidentification is so common among the gifted, we've given it its own name...*

# Dyslexic Challenges

- Hearing sounds in words
- Seeing words
- Saying words
- Remembering (Recognition and Recall)





# Educational Interventions for identifying and serving the students

- Provide students with the use of graphic organizers
- Place students close to the teachers
- Use visual aids and hands on materials
- Use mnemonic instruction
- Use balanced presentations and activities
- Use step by step instruction
- Spelling-Cover-Copy-Compare
- Spelling Words with shared rime

# The Mislabeled Child(Interventions)

## The Mislabeled Child

How Understanding Your Child's Unique Learning Style Can Open the Door to Success



Brock Eide, M. D., M. A. and Fernette Eide, M. D.  
Founders of the Eide Neurolearning Clinic

*“The Mislabeled Child* represents a significant step toward a rethinking of our understanding of struggling children. It...will enable us to customize education and parenting for children whose minds work differently from most!”

- --Brock Eide M.D. M.A. and Fernette Eide M.D.

**Dyslexia:**  
what teachers  
and parents  
need to know

A series of quick  
blog posts on  
Squashed  
TEACHERS

# Advocacy

- When parents fail to recognize a child's gifts, teachers may overlook them as well. Rita Dickinson (1970) found that half of the children she tested with IQs of 132 or above were referred for behavior problems and not seen as gifted by their teachers or parents. Parent advocacy is critical for gifted children's emotional and academic growth. Associate Director, Bobbie Gilman's (2008a) award-winning book, *Academic Advocacy for Gifted Children: A Parent's Complete Guide*, can guide parents in effectively advocating for their children. *Challenging Highly Gifted Learners* (Gilman, 2008b) is an excellent book for teachers and parents.

# Research and Best Practices

- Expose your child to early oral reading, writing, drawing, and practice to encourage development of print knowledge, basic letter formation, recognition skills and linguistic awareness (the relationship between sound and meaning).
- Have your child practice reading different kinds of texts. This includes books, magazines, ads and comics.
- Include multi-sensory, structured language instruction. Practice using sight, sound and touch when introducing new ideas.
- Seek modifications in the classroom. This might include extra time to complete assignments, help with note taking, oral testing and other means of assessment.
- Use books on tape and assistive technology. Examples are screen readers and voice recognition computer software.
- Get help with the emotional issues that arise from struggling to overcome academic difficulties.

# Dyslexia Symptoms by Age

Under 5	5-13	13 and up
Mixing up letters when pouncing word, i.e. saying biving doard instead of diving board	Struggling with math word problems	Trouble understanding phrases, jokes or idioms
Problem with learning new vocabulary words	Problem recalling simple facts and numbers	Trouble learning a different language
Trouble recognizing the alphabet or alphabet sounds	Trouble with using writing tools, i.e. pens	Problems reading aloud and with retelling the main points of a story
Trouble learning familiar word sequences, i.e. the name of the months in a year or the days of the week	Trouble with understanding spelling rules, i.e. “I” before “E” except after “C”	Reading below grade level even with average intelligence
	Trouble with understanding new knowledge	Trouble with time management

# Stealth Dyslexia or How Dyslexia May Fly Under the Radar in Very Bright Children

- Common Presentations
- Gifted program failure or struggles keeping up
- Underachievement relative to intelligence
- Work refusal, incompleteness, low motivation, inattention
- Writing and/or spelling problems, slow output
- “Carelessness,” “silly mistakes,” disorganization,
- Social or behavioral difficulties
- Anxiety, depression, withdrawal



# Twice Exceptional Students

- It is commonly believed that many 2e students are misclassified, neglected, or receive inadequate intervention. Sometimes it can be a greater struggle to show that a student is eligible for services for treating dyslexia than for giftedness; at other times, proving eligibility for services for the giftedness is the challenge. For gifted students who also have dyslexia, it is important to *advocate with equal energy* for both the *disability* and the *ability*.





# What causes 2e (Giftedness and Dyslexia)

**What causes 2e?** Specific causes of 2e are not known. Research, however, suggests three possibilities:

- In some cases, the co-occurrence of giftedness and dyslexia is due to chance or naturally occurring variations in human neurology
- Some people with dyslexia develop gifts outside of the reading domain through experience or practice
- In the course of early neurodevelopment, the brain is wired so that learning to read is difficult but learning in other domains is not; that is, in some cases, there may be a causal link between being at risk for dyslexia and giftedness



# Learning Style

- As the child's teacher you have a responsibility to ensure that they learn in the best way they can, for a dyslexic child this involves the use of multisensory materials and visuals. One of the best ways of dealing with this is to encourage the child



# Key Points to Remember

- Be aware of superior skills in areas in and outside of traditional academic domains
- Take a developmental perspective toward understanding the individual, the assessment, and interpretation of test results
- Advocate for broad behavioral assessments and eligibility for services

# Quote

**Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.**

**-A Einstein**

