

Teaching

Strategies for
Your Dyslexic
Reader

What is Dyslexia?

- Is not a brain problem, but a language processing problem. It can affect speech as well as reading, spelling, math and handwriting.
- New research shows that Dyslexics who are taught to read and calculate using their strengths use their right brains, not their left. But they must build those pathways.
- Dyslexics mix up the symbols of reading, math and handwriting in the processing of those symbols. It is not an eye problem, but a processing problem between what they see and what the brain does with that information. That's why it can change each time they read or write.

How most of us read

According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

What a Dyslexic might see

Tha cet jumpad up an tha bad.

How do I know if my child is dyslexic?

- Appears bright, highly intelligent and articulate, but unable to read, write or spell at grade level
- Labelled lazy, dumb, careless, immature, “not trying hard enough”
- Talented in art, drama, music, sports, sales, business, engineering, building, very creative
- Confused by letters, numbers, words, sequences
- Sees or feels like words or letters move while reading
- Can't spell consistently
- Can be ambidextrous, often confuses left and right
- Has difficulty understanding the passage of time. Freaks out if they are expected to use a timer
- Mistakes and symptoms increase dramatically with confusion, time pressure, emotional stress

Two Types of Dyslexia

- Dysphonetic- Inability to connect sounds to symbols- Phonics would be spelled fonics
- Dyseidetic- trouble reading whole words

Talents of Dyslexia

- They can utilize their brains ability to alter and create perceptions (primary ability).
- They are highly aware of the environment they are in.
- They are more curious than average.
- They think mainly in pictures rather than words.
- They are highly intuitive and insightful.
- They think and perceive multi-dimensionally (using all the senses).
- They can experience thought as reality.
- They have vivid imaginations.



Higher than normal
intelligence and
extraordinary creative
abilities.

In other words, most
dyslexics are gifted.

- Teaching Dyslexics to read means building on their strengths not their weaknesses.
- They will never learn to read by being taught with left brain methods.
- The most damaging thing you can do as a teacher is to treat them like they are damaged.

What are their strengths?

- Good at seeing patterns
- Love to see relationships between ideas
- Have a superb sense of rhythm

- But they are poor at rote memorization

Stages of Learning to Reading

- Beginning letters and sounds
- Decoding
- Fluency
- Comprehension

Beginning Readers

- Teach the letters and sounds, but when combining the letters together teach the whole word, not the individual sounds
- Teach word patterns and word families as rhymes
- Teach the relationships between the words instead of rote mastery
- Use clay to create letters and words

Teaching attention to detail

- Dyslexics see things as a big picture, but may lack the skill of seeing detail.
- Play memorization games such as I Spy, Concentration, etc.
- Memorize poems, quotes, scriptures
- Have them gather words, words, words,
- Make words fun, mysterious, and teach the creative power of words

Decoding

- ❑ Instead of teaching decoding by sounding out each letter, teach the whole word
- ❑ When learning new words as they read teach what the new word is--don't make them guess. They can't!
- ❑ Use colored strips or bookmarks to help them track properly as they read
- ❑ Give them extra time to read

- Teach Greek and Latin Roots
- Use flash cards as games and for categorizing words, not as drill
- Let them choose the words they learn. Tie them into what they are learning in science, history and favorite hobbies
- Don't limit their learning level by their reading level
- Let them read high interest books at a low level of reading

- Little words with no images need to be taught separately. Let them create their own picture cards for them.
- Of, the, a, at, is
- Teach prepositions by using the full prepositional phrase. Let them create pictures if they need to.

Teaching Fluency

- Read, read, read!
- Team read
- Use Word Runner on the Kindle app to increase reading speed. It is better to go slow to really build their foundation.
- Rereading- see my class on Reluctant Readers for a detailed description of the process

Dyslexic Fonts

- Work for some people, not others

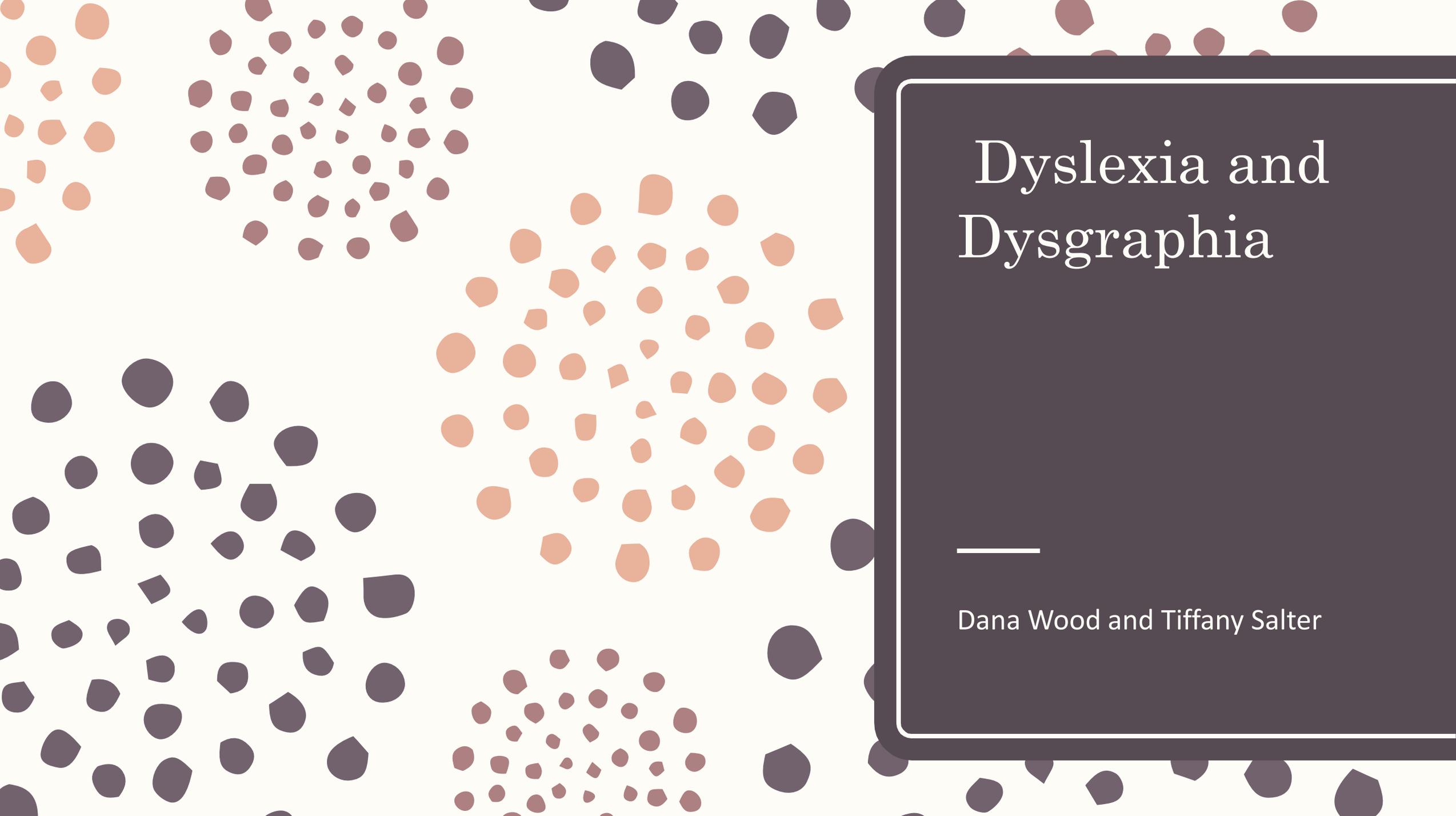
Accommodations for older students

- Audio books
- Video and audio courses
- Grade on context, NOT on spelling
- Give them quiet and time to work
- Use visual schedules
- Use text to speech software for writing if necessary

Resources

- <https://www.dyslexia.com/about-dyslexia/dyslexic-talents/the-visual-spatial-learner/>
- www.visualspatial.org





Dyslexia and Dysgraphia

Dana Wood and Tiffany Salter

Activity

- Take out a piece of paper and a pen or pencil.
- Write a paragraph using your non-dominant hand
- Topic: What I did during quarantine.

SIGNS & Symptoms

- Has a difficult time learning to tie shoes
- Trouble lining up math problems
- Has excessive trouble with spelling
- Uses both capital and lower case letters in writing
- Messy handwriting
- Misuses or forgets punctuation
- Has difficulty putting words on paper
- Poor spatial planning
- Awkward or painful pencil grip
- Trouble with scissors, buttons, zippers or other small items
- Trouble with place value or reading an analog clock

Famous People with Dysgraphia

- George Washington
- Albert Einstein
- Agatha Christie



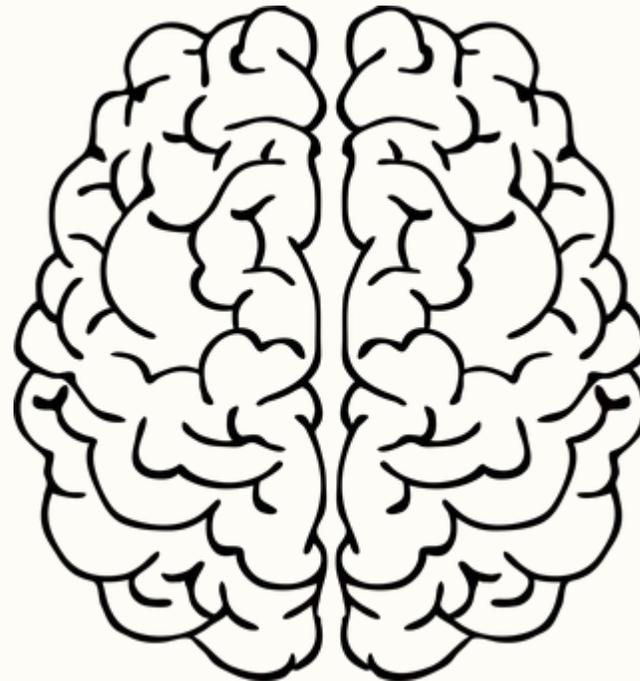
Angela Lee Duckworth, “Grit”
Ted Talk, 2013

Brain

Corpus Collosum

Left

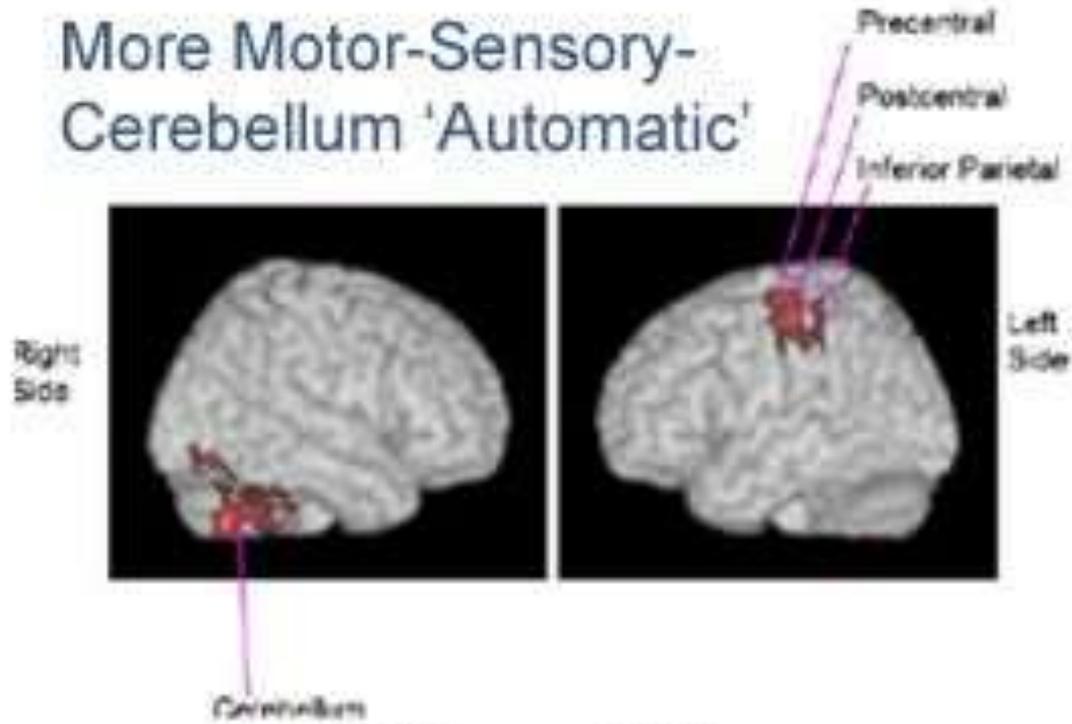
Thinking
Concentration
Short-term memory



Right

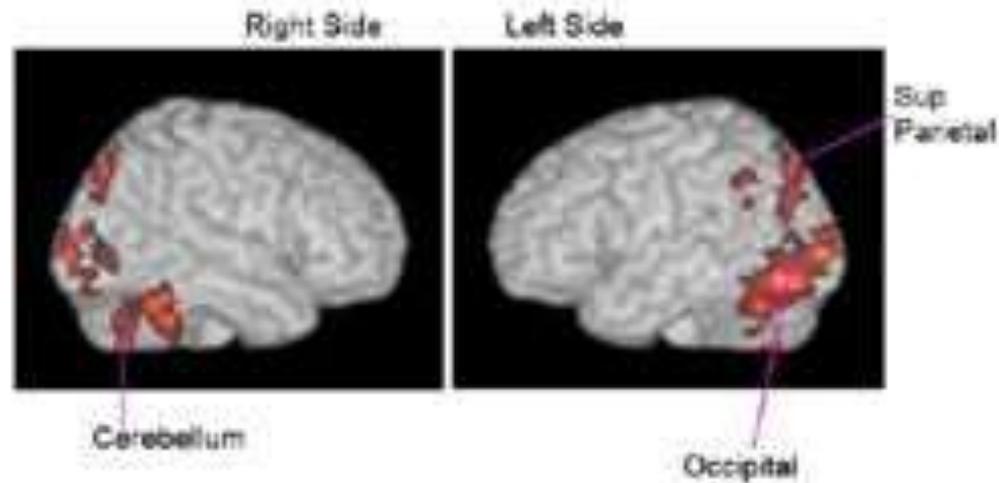
Doing
Automatic
Long term memory

More Motor-Sensory- Cerebellum 'Automatic'



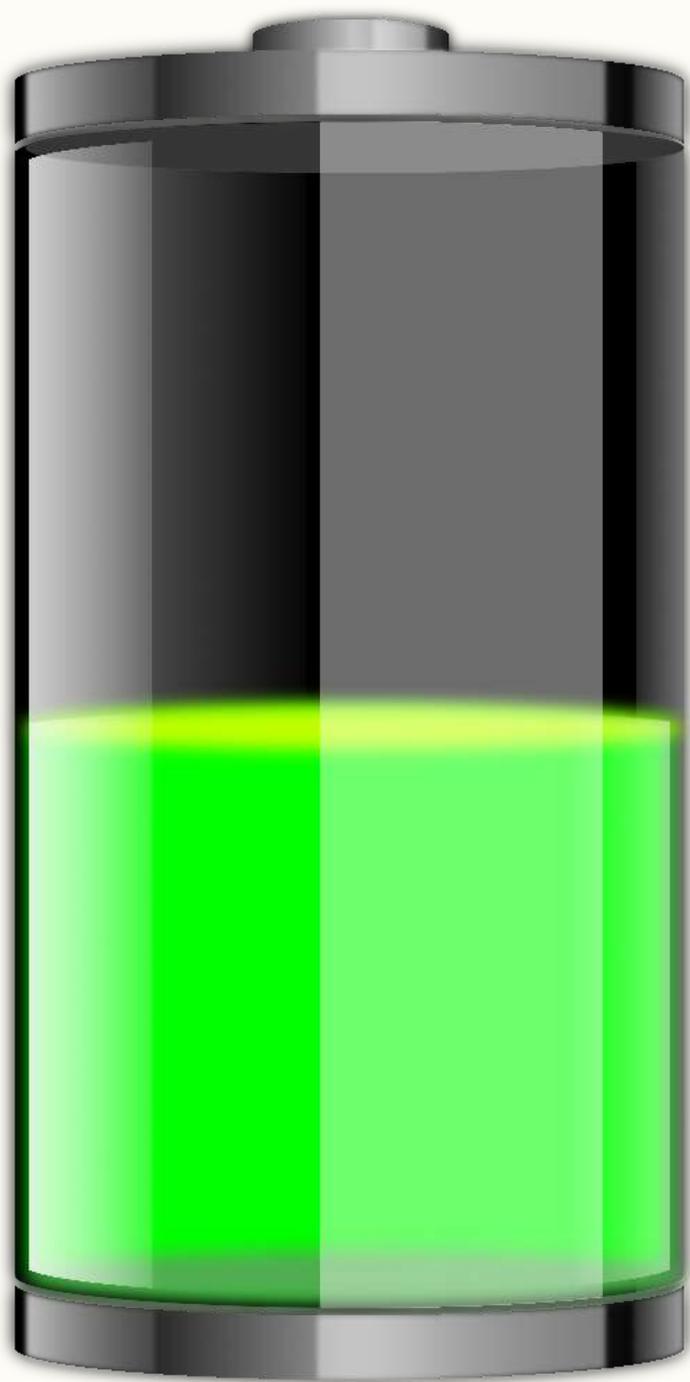
Good
Writers

- Dyslexia, dysgraphia and dyscalculia are often found together
- Higher linkage with ADHD (20-60%)

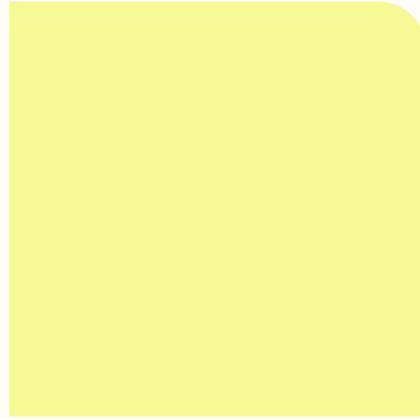


Poor
Writers

More Visual Monitoring



“Energy Leaks” Dr. Mel Levine



Treatment Options: What they used to say

- Specialized pencil grips



Short –Term Compensation/Mitigation Options

- Using a computer to type rather than write
- Teach cursive
- Do tests orally
- Use multi-sensory approach to teaching

Short-Term Compensation/Mitigation Options

- Use speech to text software
- Speak it first, then put it on paper
- Use graph paper or lined paper sideways for math
- Writing letters into sand or shaving cream
- Use and practice narration to test for understanding



Treatment Options: Long Term

- Exercises that help them cross the mid-line and form new neural connections
 - Martial arts
 - Windmills
 - Jumping jacks
 - Mountain climbers
 - Planks or push-ups
 - Crab-walking
 - Shooting baskets
 - Crossing monkey bars



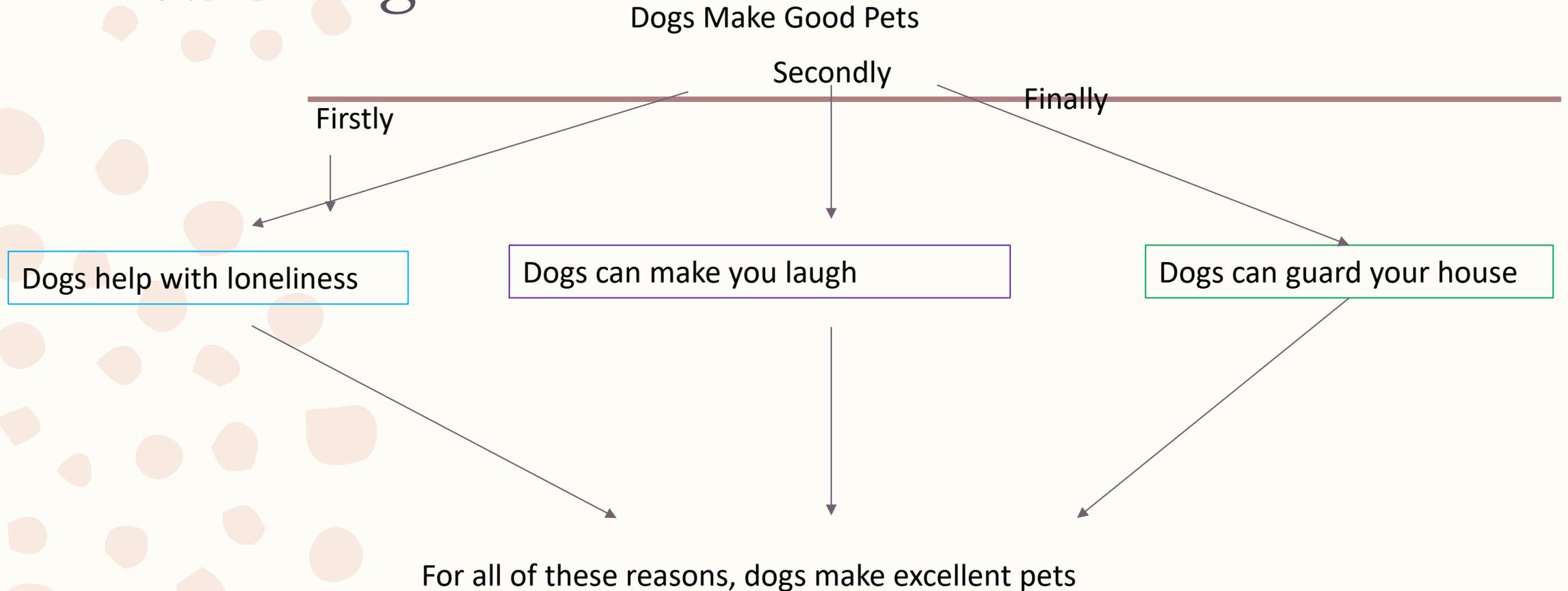
Treatment Options

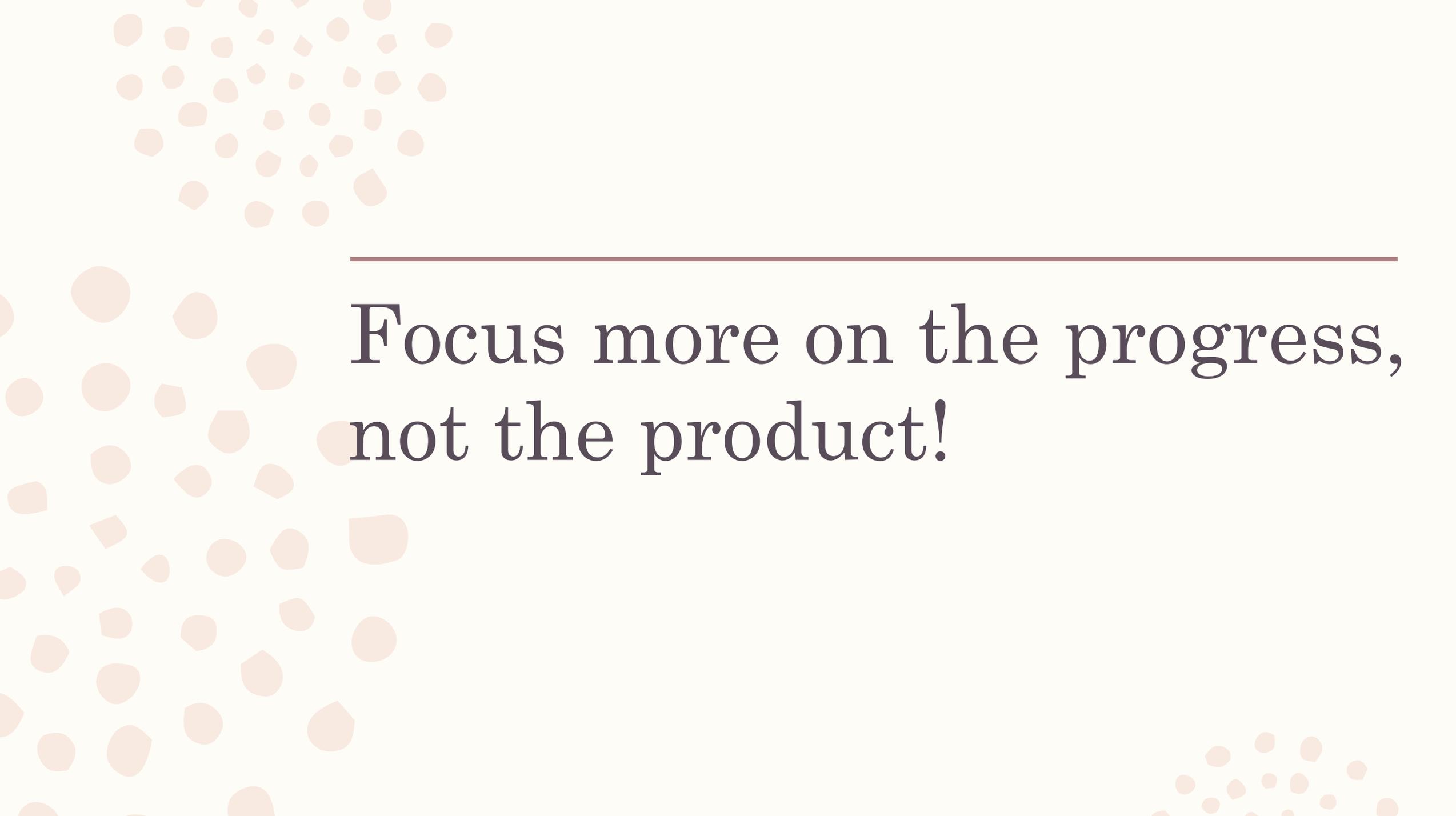
- Figure 8's
- Dianne Craft, "Smart Kids Who Hate to Write!"

Graphic Organizers for Pre-Writing



Graphic Organizers for Pre-Writing



The background features a light beige color with scattered, semi-transparent light orange circles of various sizes. A thin, dark red horizontal line is positioned above the text.

Focus more on the progress,
not the product!

Additional Resources

- www.Ncld.org
- www.Additudemag.com
- www.Understood.org
- www.Diannecraft.org
- Pacon raised line paper (available from Amazon)
- Handwriting without Tears, Cursive (available from Amazon)
- www.dysgraphia.life