Texas Workforce Commission

Adult Education and Literacy

Fall Institute 2020

Handout

September 15, 2020

Day 1, Session 8

Dyslexia is Not a Bad Word

Presenter: Mary Hanson, mhanson@odessa.edu

Session Description: This one-hour interactive presentation conveys that although dyslexia is labeled as a reading disability, it's more accurately a learning difference. This presentation shares the brain activity from a person with a learning difference compared to a non-struggling reader. Most importantly, specific steps on encouraging success for all students is

promoted demonstrating multi-sensory approaches along with establishing effective teaching tools.

Contents

dys=difficult

lexia=words

What are Disabilities

Condition limiting movement, senses, or activities.

- Physical-motor impairments
- Mental Health-all can be treated
- Intellectual-permanent limitation
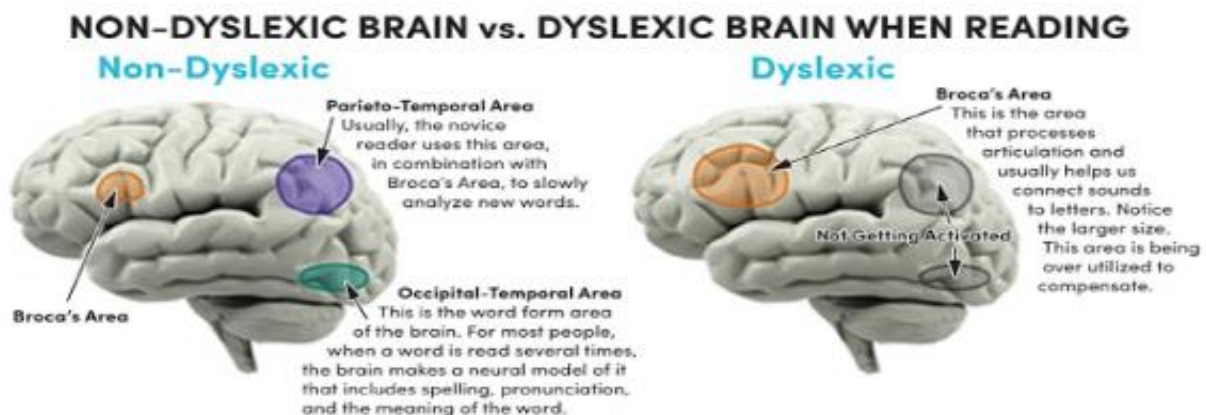- Learning-Dyslexia falls under this type

Learning Disabilities

Specific-born with it

Persistent-doesn't go away

Neurological-of the brain: affects a person's ability to interpret what is to see, to hear, or to link information from different parts of the brain

Justification for Multisensory Teaching

NON–DYSLEXIC BRAIN vs. DYSLEXIC BRAIN WHEN READING

Research in neuroscience reveals that the brain functions differently in people with dyslexia than those without it. These structural and neural differences make it more difficult for people with dyslexia to read, spell and write. For example, in the left brain hemisphere, three dominant areas of the brain are usually activated for reading, but in those with dyslexia, only one area of the brain is being stimulated.

Examples of Learning Disabilities

- Dyslexia-most common
- Attention Deficit/Hyperactivity Disorder
- Dyscalculia
- Dysgraphia
- Processing Deficits-difficulty remembering information needed to succeed

Types of Dyslexia

Phonological - 75% break speech in individual sounds

Surface - trouble seeing the whole word aka anglo saxon words

Visual - doesn't see the full picture because trouble with sequence; spelling becomes brutal

Primary - genetic component

Secondary/Developmental - infection via poor nutrition neurological development can occur

Trauma or Acquired - injury or disease

Perceptual - trouble recognizing whole words causing slow reading

Linguistic - reads quickly but makes mistakes

Fonts

FONTS used make a difference: San serif (no feet), Larger font often helps

Helvetica-Apple, NASA and BMW

Courier

Calibri   Arial

Microsoft Verdana

Comic sans-comic books, schools

Break down vocabulary into meaningful parts

*dys***calcul***ia*

*dys***graph***ia*

*dys***morph***ia*

employ*er*

employ*ee*

Build with who and what: Speaking, Reading & Writing

Can you see the_____? who/what (noun)

Can you_____? What (verb)

Avoid this/those or encourage naming the name after those adjectives.

If you judge a fish by its ability to climb a tree, it will think it's stupid. Albert Einstein

Accommodations for Dyslexia

Do we allow a person with dyslexia to finish a project when everyone else has completed the assignment and it's time to move on?

What is MOST important is for the student to grow? What information does she most need?

If it's civics information, can she verbalize the information? If it's probability, can she creatively demonstrate possible outcomes? In language arts, is the student progressing from one skill to the next?

Appropriate Accommodations

1. Recorded instructions along with written instructions
2. Seating arrangements
3. Possibly a note taker
4. Focus on one skill at a time concerning written language and when possible
5. Build assignments involving from their past learning

Helpful Technology

1. Text-to-Speech apps
2. Diction Software
3. Word Prediction Programs: Ghotit (typing spelling)
4. Snap & Read app: reads text aloud

http://journalofthought.com/wp-content/uploads/2019/06/09embley.pdf