



Dyslexia

General Description of the Population

Students who have dyslexia demonstrate an inability to attain language skills commensurate with their intellectual ability. The challenges these students face mainly arise in the area of processing information and having the ability to reproduce it in an understandable fashion. Individuals having dyslexia may demonstrate problems in any of the areas of reading, writing, spelling, or math calculations.

Common Characteristics

- Intelligent students who cannot read or spell with no conventional explanation as to why
- Confuse letter/word similarities, i.e., writes p for b, was for saw, left for felt, etc.
- Words may come out wrong, “basetti” vs. “spaghetti” or in the wrong order, “please up hurry!”
- Confuses sound similarities and sequences
- Has difficulty with organization skills
- May have good coordination except when using a pencil, i.e., handwriting is irregular, slow, cramped and hard to figure out
- Has difficulty remembering whole words by sight which poses problems with reading in general education classes
- It is quite probable that some other members of the student’s family, through the generations, have found language hard to master

Instructional Strategies

- Use a multi-sensory approach when teaching
- Need primary source of reading instruction to be phonetic multi-sensory, however, student can participate successfully in discussion and group projects
- Teach phonetically, or part to whole, as opposed to whole language
- Use direct-concept teaching as opposed to integrated approach
- When appropriate, pair student with another student to learn
- Avoid using timed tests
- Individualize instruction and materials to best address the student’s challenge
- Ask the student what instructional methods allow for his/her greatest success

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- Consult with other educational support staff and parents to coordinate an instructional approach that brings about positive results
- Review via study sheets
- Provide materials that are very clear and sequential
- Offer to read tests to student
- Be prepared to assist student in writing/spelling answers
- Monitor student's frustration level and intervene with positive reinforcement whenever possible

- Allow student to tape classes because auditory tapes can assist the students learning
- Shorten assignments
- Allow student to use technology, i.e., word processor, calculator
- Facilitate communication with the student; encourage questions about instruction and your expectations
- Model steps as you teach
- Constantly recognize student achievement



Behavioral Strategies

- Provide constant positive reinforcement in an effort to build the students self-confidence and self-esteem
- Praise often
- Establish a reward system with the student
- Establish a calm structured classroom
- Be sure student knows class rules
- Communicate with family
- Clarify often with student
- Be sure student knows reason for discipline
- Demonstrate you care for the student
- Set limits
- Be consistent
- Give clear and precise directions
- Be firm but fair
- Send notes home
- Provide time-out options
- Be positive with affirmations
- Structure new situation for student
- Have classroom rules and procedures clearly posted

THE PATH PROJECT

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