

Dyslexia

Dyslexia affects the way in which information is processed. This means individuals who have Dyslexia may have difficulty processing and remembering information that they have seen or heard, which affects their learning. This can impact the acquisition of literacy skills, such as reading, writing and spelling, as well as their organisational skills.



Signs to look out for with Dyslexia:

- Reading words in the wrong order
- Recognising a word on one page but not on the next page
- Losing place on a page, skipping lines, or rereading lines
- Inserting or deleting letters in a word when spelling
- Having difficulty copying words from another paper or the board
- Misspelling many common words, such as *said*, *there* and *does*
- Difficulty remembering the alphabet
- Difficulty following spoken directions
- Writing slowly and laboriously
- Confusing letters with a similar shape, such as *b* and *d*

Skills that can be affected by Dyslexia

Language

This affects the ability to:

- Understand and follow directions
- Repeat something that was just said in a proper sentence
- Name people and objects
- Find the right words
- Pronounce words properly
- Distinguish between words that sound similar
- Learn and correctly use new words
- Use proper grammar
- Rhyme words
- Stay on topic
- Understand jokes, puns, sarcasm or idioms
- Speak with confidence

Reading

This affects the ability to:

- "Sound out" and pronounce words while reading
- Read smoothly
- Get and stay interested in stories and books
- Understand written material
- Understand problems in maths

Writing

This affects the ability to:

- Master the rules of spelling and grammar
- Write letters, numbers and symbols in the correct order
- Proof read written work
- Express ideas in an organised way
- Organise and complete written assignments
- Listen and make notes

Socialising

The icon shows three stylized human figures standing side-by-side.

This affects the ability to:

- Interpret body language and nonverbal cues
- Make and keep friends
- Deal with peer pressure and express feelings appropriately
- 'Fit in' with children the same age

Other Skills

The icon is a simple line drawing of a human brain.

Children with Dyslexia could also have difficulty with:

- Navigation and sense of direction
- Spatial concepts like telling left from right
- Remembering words, phrases, names and directions
- Filtering out background noise
- Telling time and sticking to a schedule
- Maintaining self-esteem

Levels of Dyslexia

Mild

This level may not affect an individual's daily life, but may cause slight irritation from reading and spelling. They will make fewer mistakes during reading than those with moderate or severe level Dyslexia, but will still experience more difficulties than their non-Dyslexic peers.

Moderate

Individuals on this level may be effected more psychologically, and may show some classroom anxiety. These individuals may shy away from reading and engaging in classroom debates. Teachers will often need to keep a regular check on the child's behaviour.

Severe

This level often not only affects anxiety, but can also cause individuals to want to completely avoid their studies, including reading, writing and spelling. Spelling mistakes are more frequent than mild and moderate level Dyslexia, and individuals will often be not at all comfortable while reading.

Accommodations for Dyslexia

- Keep instructions **short** and give them out **one at a time**
- **Break down** longer instructions into **smaller chunks**
- **Repeat** key words and phrases
- Allow **plenty of time for processing information**, and if questioned, allow them time to **find the words** and retrieve what they want to say
- **Check** that the individual has **understood**, such as by asking them to retell the instructions (this can be done more discreetly at school when sat near a teacher)
- Reducing or **eliminate tasks that involve codes and sequences**, such as copying information from the board (e.g. provide **pre-printed handouts**, worksheets or photocopies)
- Using a **multisensory learning style**, creating more links to sensory modalities to enhance memory
- **Repetition** or 'overlearning'
- Allow **extra time** or reduce the number of questions for test taking
- Incorporate **short breaks** during tasks to increase the ability to focus