



Dyslexia

PRESENTATION

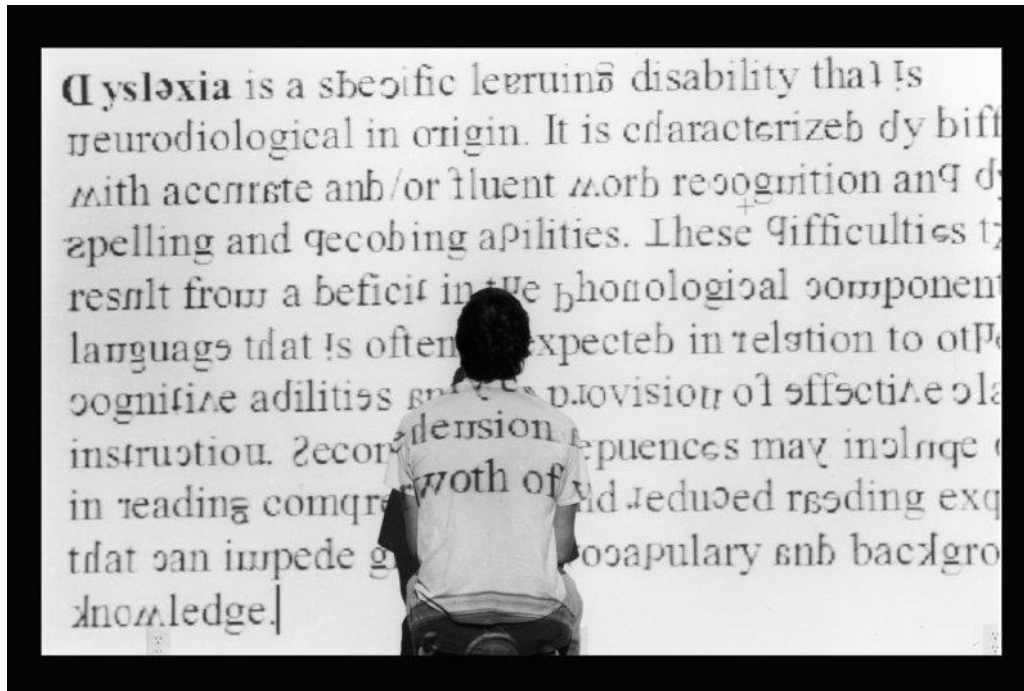
created by Kylie Walters



Disclaimer

Please note that ITAC presenters, lectures and staff are not medical professionals. This information is designed to be used for education assistants under the supervision of professionals and some parts may be incorrect, outdated or the authors' opinion.

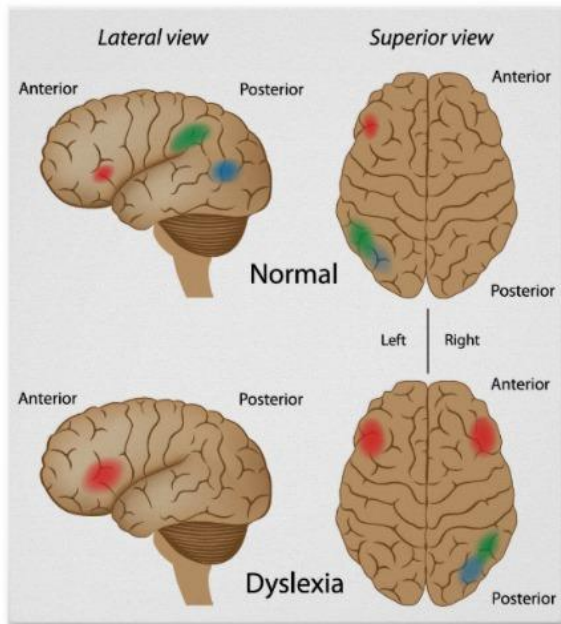
Dyslexia



A neurological based, specific learning disorder that affects the use and understanding of certain aspects of language (especially written language).

Difficulties with decoding language, phonological processing in reading, writing and spelling, receptive and expressive language, handwriting and sometimes maths.

/// What is Dyslexia?



1

Difficulty with learning to read and decode meaning from written texts.

2

A common misconception that it is only 'mixed up' letter and words.

3

The part of the brain that normally decodes writing and symbols is not functioning properly.


4

Decoding is the process of receiving a symbol or group of symbols (such as a sentence or word) and processing it in the brain.


5

Does not affect intelligence.


/// Possible indicators




Tends to confuse words that look alike




Has a lot of trouble learning sight words



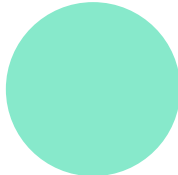
Complains of headaches




Reading level is below age but appears to have 'normal' intelligence




Learns best through hands on experiences



Is great with maths, but has trouble with word problems



Thinks mainly in pictures and not in sounds



Mispronounces words and avoids tasks that involves symbols

Words can be grouped together

Words can circle



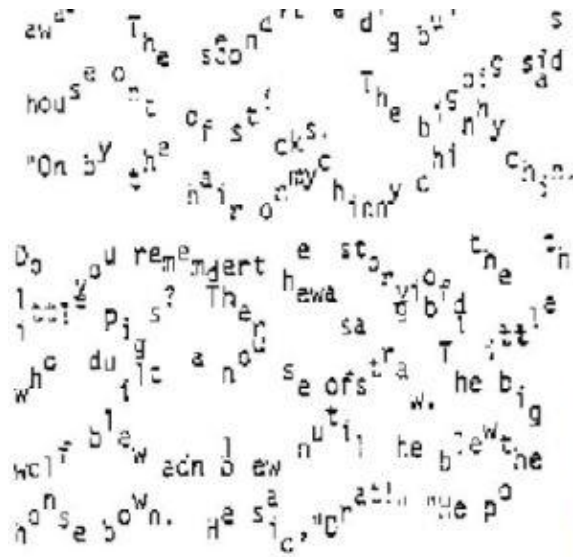
Words and sentence line wave

Become washed over

Words can blur together

Letters and words can become shaky

Letters can overlap



/// Diagnosis Procedure

1

Discuss observations with teacher.
Checklists from the web are useful.

2

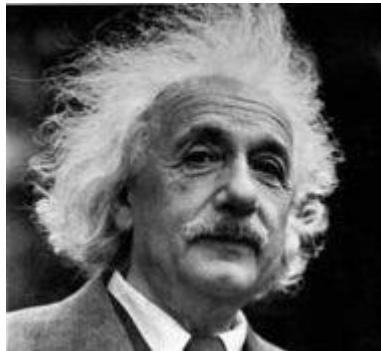
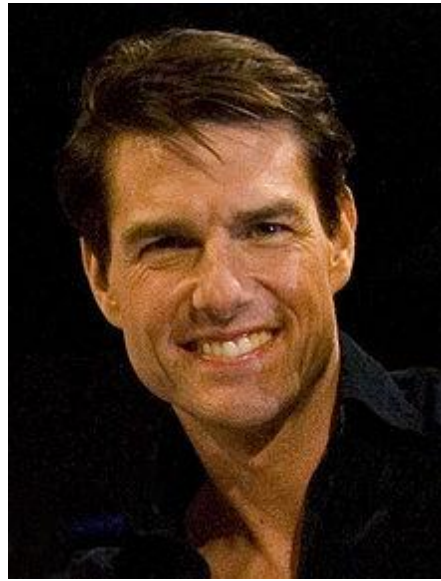
Referral to a psychologist.

3

Pre-assessment tests.

High chance of family
history of learning
problems

FAMOUS PEOPLE ///



Hands on
(practical,
tactile, sport)

Musical,
games, play
based learning

Visual (TV,
film, doco,
YouTube,
games)

Everyone learns
differently.
Remember variety!

Aural (hearing,
conversations,
debates).

Shared
Discussions
(social learning)

Provide expert
models and
demonstrations

Teach how the learner learns best!

Reactions from peers – bullying, teasing

Low self-esteem

Work avoidance

/// Difficulties with Dyslexia

Spelling – reversals, repetitions, omissions,
phonetic spelling, substituting numbers for letters

Directional confusion

Slower speed for reading

Poor punctuation

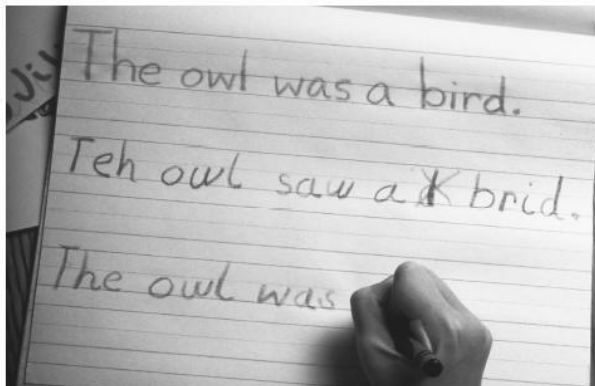
Comprehensions – reads and rereads
information without effective understanding

Poor memory

Finds it difficult to summarise information

Anxiety

Planning, organisational skills
and time management lacking



Labels

Extra quiet

Clumsy

Under performer

immature

Academic failure

Anxiety

Poor self-concept

Easily frustrated

Class clown

Dumb

Depression

Careless

Daydreamer

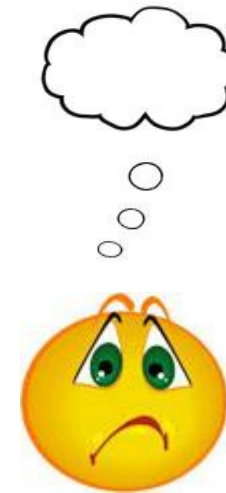
Disruptive

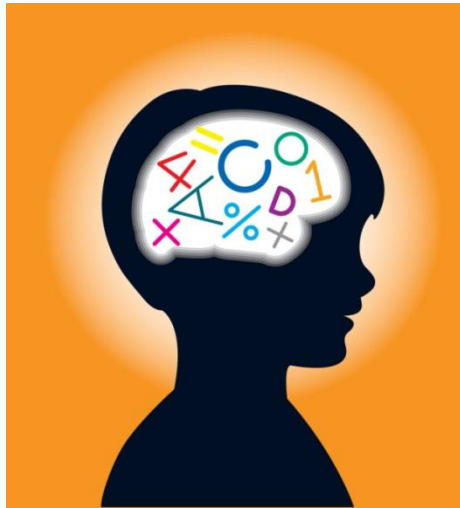
The problem with sight words is that they are not easily processed into visual images

The word “ball” can instantly create a picture in our imagination.



Now picture the word ‘in’?





/// What treatment is available?

- 1 Medication is not commonly used
- 2 Family and peers are taught to ignore mistakes
- 3 If symptoms interfere with daily function, then medication may be an option
- 4 Cognitive Behavioural Interventions to help manage and reduce issues

Delivery strategies *///*

Allow for a physical break. All that time spent focusing is tiring work!

- Give handouts prior to activity so student has extra time to read and make sense of it
- Use summaries for each section and check for understanding
- Use a variety of training methods: videos, demonstrations, handouts
- Allow time for sharing ideas and thoughts about tasks
- Allow additional time to complete tasks

Assessment strategies *///*

1

Extended time for tests

2

Identify alternative formats, such as video recording oral answers or using a scribe

3

Reduce distractions

4

Keep written questions short. Use bullet points.

Want to know more?

www.dyslexia-australia.com.au

www.dyslexiaassociation.org.au

www.dyslexia.org.au

