## Dyslexia

**Dyslexia** (dis-lek-see-uh) is a learning difference that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition, poor spelling and decoding. Dyslexia is not linked to intelligence.

### Signs and Symptoms:

- **Early Clues**
  - delayed speech
  - difficulty in learning to tie shoes
  - late to establish dominant hand
  - trouble learning nursery rhymes; may not “hear” sounds that rhyme
  - history of reading problems in parents and/or siblings

- **Primary Grades and Beyond**
  - mixes up sounds in multisyllabic words, i.e. “mazagine”
  - difficulty sounding out 1-syllable words
  - left-right/before-after confusion
  - slow, choppy reading
  - may skip unknown words or make unreasonable guesses
  - unrecognizable, inventive spelling
  - cannot retain sight words
  - shows discrepancy between verbal skills and written expression
  - may have an extremely messy bedroom, backpack, desk, etc.
  - often are very bright, “big picture” thinkers, creative, often altruistic

### Approximately 20% of the population has some degree of dyslexia, or 1-in-5. Of those, about 40% will have ADHD, therefore cross-checking symptoms is crucial. May co-exist with other SLDs.

### For latest research and a full list of clues, visit [dyslexia.yale.edu](http://dyslexia.yale.edu).
## Dyslexia

**On an IEP, Dyslexia is identified as an SLD in Reading.** The term “dyslexia” is used for evaluation and eligibility determination.

*The dyslexia intervention model* that is prescribed includes reading instruction that is explicit, systematic, phonetic, multisensory and ongoing.

**Dyslexia presents by degrees:** mild, moderate, severe, or profound. **Symptoms increase** when the student is tired, ill, hot, or hungry; timing of instruction and environmental control are important.

**Avoid situations** that put the student’s self-esteem at risk. Do not ask them to read out loud, write on board in front of the class, exchange papers to grade, or recite memorized content.

### Classroom Supports:


---

## Dysgraphia

**On an IEP, Dysgraphia is identified as an SLD in Writing.** The term “dysgraphia” is used for evaluation and eligibility determination.

**Intervention for dysgraphia** should include instruction that is systematic, explicit and ongoing.

**Dysgraphia** involves two weak skills coming together: poor visual memory and directional confusion.

**Avoid situations** that put the student’s self-esteem at risk. Do not ask them to exchange papers, write on the board, or copy from the board. Poor visual memory makes these tasks nearly impossible. Do not chastise students for being “ sloppy” or “ lazy”.

### Classroom Supports:

- For beginners, try programs such as Handwriting Without Tears. Use built-in device settings or software, i.e. speech-to-text, word prediction. Clay play and working mazes will help develop fine motor control. Allow extra time. Reduce copying by providing handouts. Allow keyboarding and spellcheck. Use alternate means of assessment, such as verbal instead of written. Show examples of finished assignments. Allow the use of charts, multiplication tables, formulas, or examples of operations. Do not rush students. Be empathetic and friendly.

---

## Dyscalculia

**On an IEP, Dyscalculia is identified as an SLD in Math.** The term “dyscalculia” is used for evaluation and eligibility determination.

**Intervention for dyscalculia** should include instruction that is systematic, explicit, multisensory and ongoing. The difference between dyscalculia and “doing poorly” in math is in the degree of difficulties and the lack of response to remediation.

**Avoid situations** that put the student’s self-esteem at risk. Do not ask them to work math problems on the board, have students exchange papers to grade or recite facts and tables aloud.

### Classroom Supports:

- Allow use of a calculator. Do not rely on memorization. Use graph paper to line up numbers. Allow extra time on tests and in-class assignments. Explain and explain again. Shorten assignments. Review previous learning before moving on. Preview new content. Watch and listen for clues to identify trouble-spots. Use grade-appropriate, multi-sensory manipulatives such as an abacus or coins and tiles. Allow the use of charts, multiplication tables, formulas, or examples of operations. Do not rush students. Be empathetic and friendly.