The International Dyslexia Association definition of Dyslexia:

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

About Us
Decoding Dyslexia North Carolina (DDNC) is a grassroots movement driven by individuals and parents in North Carolina who have children or know someone who struggles with dyslexia. We are not experts. We are individuals & parents that share the experiences of the journey with dyslexia and the services that our children have received or wished were available in our local school districts. We aim to raise dyslexia awareness, empower families to support their children, and inform policy-makers on best practices to identify, remediate, and support students with dyslexia in North Carolina.

See our website for more information and resources

For more information
Website: decodingdyslexianc.org
Twitter: @DDNC13
E-mail: decodingdyslexianc@gmail.com
Gaston County contact: jennifer.ddnc@gmail.com
The Preschool Years
The earliest clues involve mostly Spoken Language. The very first clue may be delayed language. Once the child begins to speak, look for:

- Trouble learning common nursery rhymes, such as “Jack and Jill”
- Lack of appreciation of rhymes
- Doesn’t recognize rhyming patterns like cat, bat, rat.
- Difficulty learning and remembering the names of letters in the alphabet
- May be unable to recognize letters in his/her own name
- Mispronounces familiar words; persistent “baby talk”

Kindergarten & First Grade
- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” in an illustrated page with a dog shown

Second Grade and Up
- Very slow in acquiring reading skills. Reading is slow and awkward
- Does not understand that words come apart
- Complains about how hard reading is, or “disappearing” when it is time to read
- A history of reading problems in parents or siblings.
- Speaking
- Cannot sound out even simple words like cat, map, nap
- Does not associate letters with sounds, such as the letter b with the “b” sound

Signs of Dyslexia
- Trouble reading unfamiliar words, often making wild guesses because he cannot sound out the word.
- Doesn’t seem to have a strategy for reading new words
- Avoids reading out loud

Young Adults & Adults
- A childhood history of reading and spelling difficulties
- While reading skills have developed over time, reading still requires great effort and is done at a slow pace
- Rarely reads for pleasure
- Slow reading of most materials—books, manuals, subtitles in films
- Avoids reading aloud

Myth
Dyslexia is a visual problem. Dyslexic children and adults see and write letters and words backwards. If a child does not reverse b’s and d’s or p’s and q’s he or she cannot be dyslexic.

Truth
Many children reverse their letters when learning to write, regardless of whether or not they have dyslexia. Bottom line: reversing letters is not a sure sign of dyslexia; a child can be highly dyslexic and NOT reverse letters.

Source: Overcoming Dyslexia ©Sally Shaywitz, M.D.