

Definition

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.”

Myth

People who are dyslexic are unable to read.

Truth

Most commonly, dyslexic children and adults do learn to read; the problem is the effort required to read. Typical readers of the same ability level early on become “fluent” readers so that reading is automatic, fast, and pleasurable. In contrast, dyslexic children remain “manual” readers who read slowly and with great effort.

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

Facebook: <https://www.facebook.com/Decoding.Dyslexia.North.Carolina/>

Twitter: @DDNC13

E-mail:
decodingdyslexianc@gmail.com

Gaston County contact:
jennifer.ddnc@gmail.com

Dyslexia

What is Dyslexia?

Signs of Dyslexia



Signs of Dyslexia

DECODING
DYSLEXIA

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

- ◆ 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

Second Grade and Up

- ◆ Very slow in acquiring reading skills. Reading is slow and awkward

Myth

Smart people can't be dyslexic; if you are dyslexic, you can't be very smart.

Truth

On the contrary, some of the very brightest boys and girls struggle to read. Dyslexia occurs at all levels of intelligence—average, above average, and highly gifted. Many gifted people at the top of their fields are dyslexic.

- ◆ 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.