

Dyslexia

By Maria Swanke

Dyslexia affects 4% of the population. It is a genetic disorder, running in families. Dyslexia affects reading and spelling. Delays in abilities differ but I didn't learn how to read until 8.



WHILE TODAY I AM ABLE TO READ AND WRITE AT A NORMAL LEVEL, IT TOOK YEARS OF TUTORING TO GET ME TO WHERE I AM. IF THERE HAD BEEN DIFFERENCES IN THE SCHOOL SYSTEM, IT MAY HAVE BEEN A LESS TRAUMATIC AND CHALLENGING EXPERIENCE.

Dear Mr E T M. Neaking
The Borchsing bare Schow
My fa

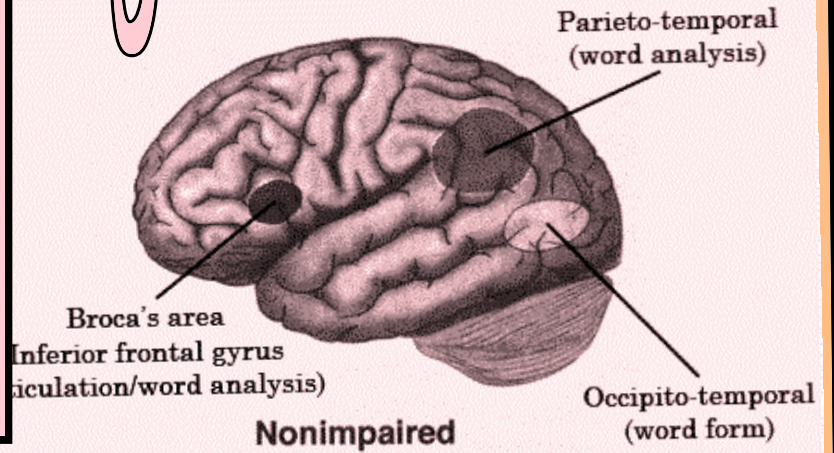
Vret chariter is
size

this is a great book

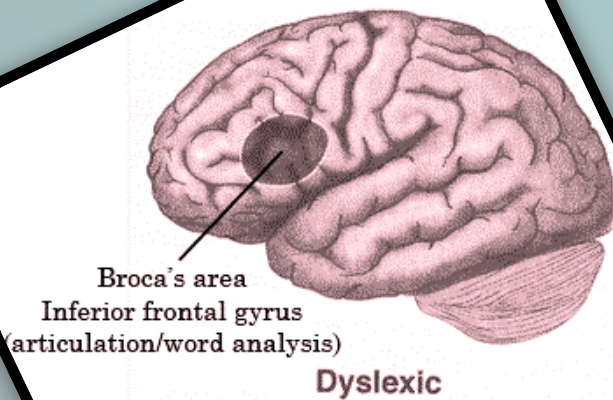
TEACHERS NEED TO USE DIFFERENT TECHNIQUES TO TEACH DYSLEXIC STUDENTS HOW TO READ. THIS WILL LEAD TO LESS SELF-IMAGE ISSUES IN CHILDREN AND MORE SUCCESS IN LEARNING.

What is Dyslexia?

**ACCORDING TO BRIGHT SOLUTIONS, THE DEFINITION OF DYSLEXIA IS:
"AN INHERITED CONDITION THAT MAKES IT EXTREMELY DIFFICULT TO READ, WRITE, AND SPELL IN YOUR NATIVE LANGUAGE - DESPITE AT LEAST AVERAGE INTELLIGENCE."**



THE BRAIN HAS THREE MAJOR PARTS THAT ARE RESPONSIBLE FOR THE READING PROCESS IN THE AVERAGE NONIMPAIRED BRAIN.



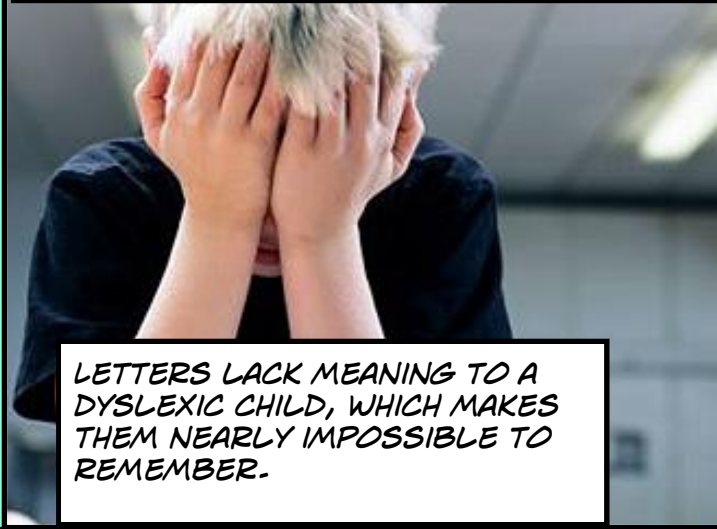
A DYSLEXIC PERSON HAS A DIFFICULT TIME LEARNING FROM SENSORY INFORMATION DUE TO THE BROCA'S AREA OF THE BRAIN.



FOR A DYSLEXIC PERSON, PHONICS SHOULD BE FOCUSED ON TO STRENGTHEN THE BROCA'S AREA. LEARNING HOW SOUNDS WORK EFFECTIVELY HELPS THE BROCA'S AREA DEVELOP.

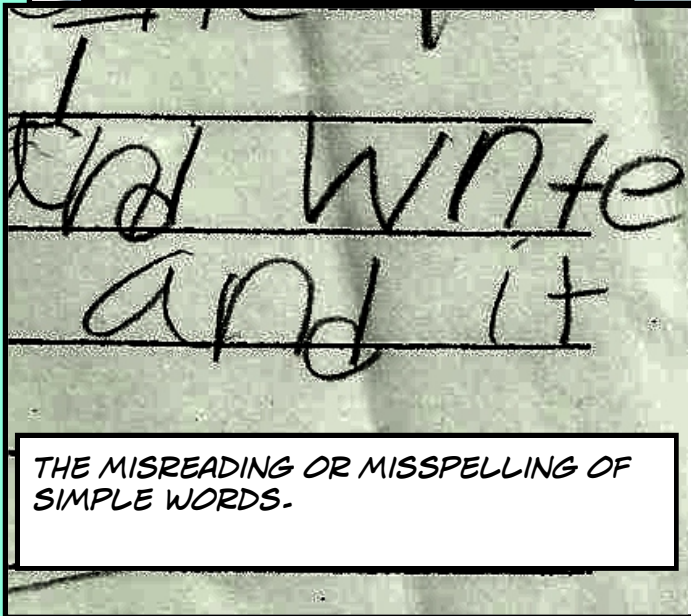
SYMPTOMS OF DYSLLEXIA INCLUDE:

THE INABILITY TO LEARN THE LETTERS OF THE ALPHABET AT A YOUNG AGE.



LETTERS LACK MEANING TO A DYSLLEXIC CHILD, WHICH MAKES THEM NEARLY IMPOSSIBLE TO REMEMBER.

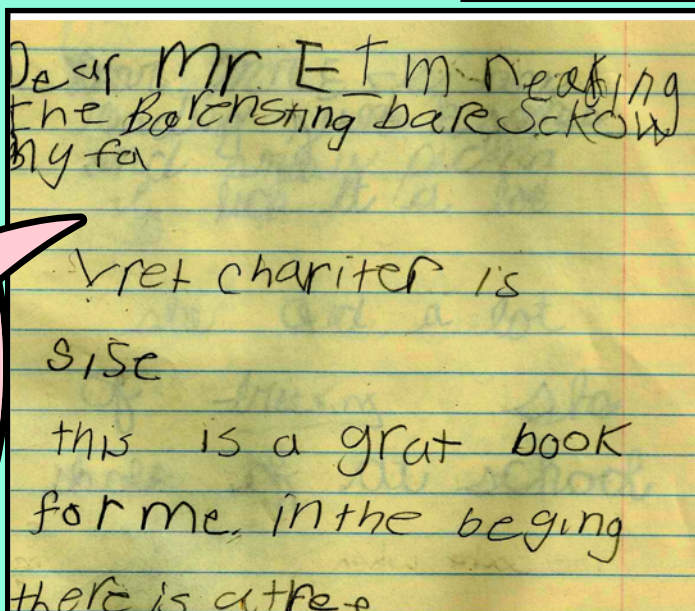
CONFUSION, IN PARTICULAR, OF THE LETTERS 'D' AND 'B', AS WELL AS 'B' AND 'P'.



THE MISREADING OR MISSPELLING OF SIMPLE WORDS.



CONFUSION OF RIGHT AND LEFT AND THE INABILITY TO FIGURE OUT WHICH IS THE DOMINANT HAND.



SPACING IS TYPICALLY IRREGULAR AND DYSLLEXIC CHILDREN WILL OFTEN SPLIT WORDS UP.

READING AND WRITING BECOME A SOURCE OF SEVERE ANXIETY FOR CHILDREN WITH DYSLLEXIA. THESE CHILDREN WILL USE A LIMITED AMOUNT OF WORDS THAT THEY ARE SURE THEY CAN SPELL CORRECTLY AS A RESULT OF THIS ACUTE ANXIETY.

WITH ALL OF THE SYMPTOMS DYSLEXIC CHILDREN FACE, YOU MIGHT ASSUME THAT THEY ARE UNINTELLIGENT AND INCAPABLE OF LEARNING...



BUT THAT ASSUMPTION IS 100% WRONG.



IN FACT CHILDREN WITH DYSLEXIA POSSESS AVERAGE TO HIGHER THAN AVERAGE IQS.



ACCORDING TO THE DYSLEXIC INDEX, THERE IS NO CONNECTION BETWEEN MENTAL RETARDATION OR BRAIN DAMAGE AND DYSLEXIA.

PEOPLE WHO CLAIM THAT DYSLEXICS ARE MENTALLY IMPAIRED ARE SADLY MISINFORMED.



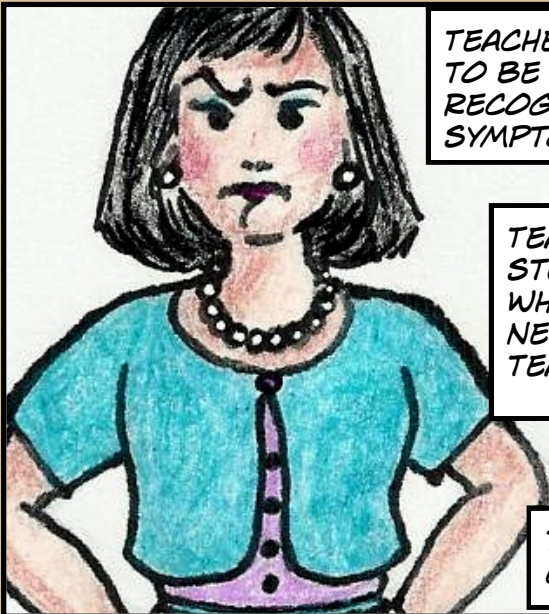
TEACHERS ARE OFTEN UNINFORMED ABOUT THESE SYMPTOMS. FOR EXAMPLE:

THIS IS THE MOST LEGIBLE PIECE OF WRITING I EVER WROTE IN THE THIRD GRADE, BUT MY TEACHER'S RESPONSE WAS HIGHLY CRITICAL OF MY SPELLING. DESPITE MY EFFORTS, HE CLAIMED THAT I HAD NOT TRIED HARD ENOUGH.

NOTICE
THE
CONFUSION OF
'B' AND 'D'

Dear Mr E. In this
book she will have a
dather shedose not
like babys she tels
her frends adot it
i like this book already
and she didnot likz
his room. it has amles
in it. Her momad it the
next night so her
grandpa and a grandma

UNFORTUNATELY, THIS RESPONSE WAS THE NORM WHEN I TURNED IN ASSIGNMENTS. MY EXPERIENCE SHOWS THAT TEACHERS ARE OFTEN UNAWARE OF HOW TO APPROACH A STUDENT WITH DYSLEXIA AND OFFER THEM HELP.



TEACHERS SOMETIMES CONSIDER DYSLEXICS' WORK TO BE RUSHED OR POORLY DONE AND DO NOT RECOGNIZE THAT THIS APPEARANCE IS JUST A SYMPTOM OF DYSLEXIA.

TEACHERS' ATTITUDES TOWARD DYSLEXIC STUDENTS CAN BE UNSUPPORTIVE AND UNCARING. WHEN DEALING WITH ANY CHILD, PATIENCE IS A NECESSARY VIRTUE NOT ALWAYS HELD BY TEACHERS.

THE PROBLEM IS THAT ONE TEACHER CAN CHANGE EVERYTHING FOR A STUDENT.

effects

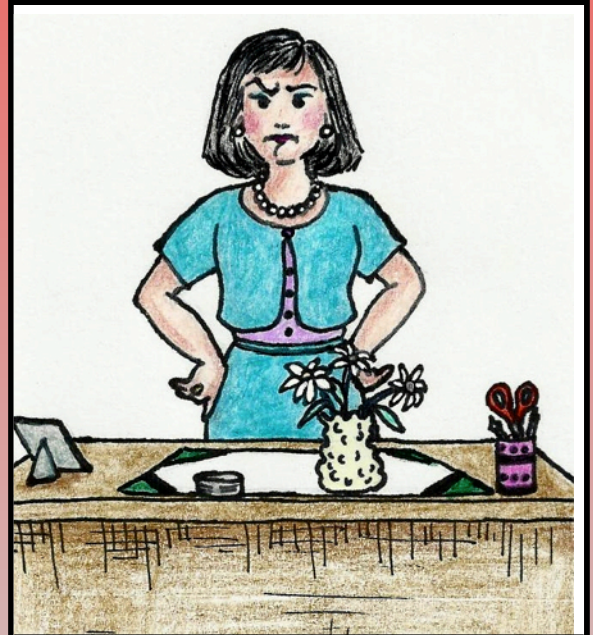


ACCORDING TO MICHAEL RYAN, DYSLEXIA HAS MULTIPLE NEGATIVE EMOTIONAL SIDE EFFECTS.

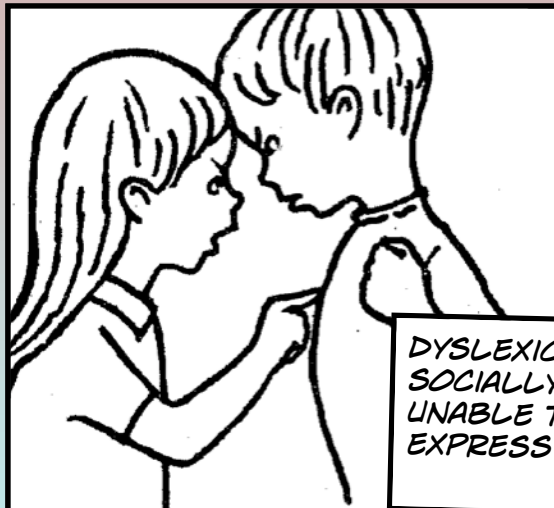
FIRST, DYSLEXIA CAUSES FRUSTRATION IN CHILDREN



DYSLEXICS TYPICALLY DESCRIBE THIS AS AKIN TO HITTING A WALL. THE FEELING OF STARING AT LETTERS THAT POSSESS NO CLEAR MEANING CAN MAKE CHILDREN FEEL HOPELESS AND ANGRY THAT THEY CAN'T BE LIKE OTHER KIDS.



TEACHERS OFTEN TELL THESE CHILDREN TO TRY HARDER WHEN, IN FACT, THEY ARE TRYING AS HARD AS THEY CAN; THEY ARE JUST UNABLE TO READ.



DYSLEXICS ARE OFTEN SOCIALLY AWKWARD AND UNABLE TO PROPERLY EXPRESS THEMSELVES.

DYSLEXIA IS
THE ROOT OF
MANY OTHER
PROBLEMS



CHILDREN WITH DYSLEXIA ARE FAR MORE LIKELY TO BE DEPRESSED THAN THEIR PEERS. FALLING BEHIND THE OTHER STUDENTS AND THE INABILITY TO CONTROL LEARNING ABILITIES CAUSES CHILDREN TO HAVE SELF-IMAGE ISSUES. DURING MOST OF MY CHILDHOOD, I SUFFERED FROM AN EATING DISORDER. I STOPPED EATING, BECAUSE IT OFFERED ME A MUCH-NEEDED SENSE OF CONTROL.



ANXIETY IS THE MOST COMMON EFFECT THAT CHILDREN EXPERIENCE. ANXIETY CAUSES CHILDREN TO FEAR READING AND WRITING .

A red roller coaster with white tracks is shown against a clear blue sky. The coaster features several loops and drops, with the tracks curving and twisting. The background is a solid blue sky, and the foreground shows some of the white support structures of the coaster.

DYSLEXICS HAVE GOOD LEARNING DAYS AND BAD LEARNING DAYS.

ON GOOD LEARNING DAYS, DYSLEXICS ARE ABLE TO LEARN AND ARE INSIGHTFUL

THIS UP AND DOWN FACTOR SEVERELY HURTS A CHILD'S PRIDE AND IS A NEGATIVE EFFECT OF DYSLEXIA.

ON BAD DAYS, DYSLEXICS ARE UNABLE TO REMEMBER HOW TO SPELL, CONFUSE WORDS, AND ARE UNABLE TO REMEMBER DIRECTIONS.

THE UP AND DOWN EFFECT IS A MAJOR ISSUE, BECAUSE TEACHERS ARE NEVER QUITE CERTAIN HOW MUCH INFORMATION DYSLEXIC STUDENTS UNDERSTAND.

ALL OF THESE EFFECTS COULD BE REDUCED
IF...



STUDENTS WITH DYSLEXIA ARE INCONSISTENT,
BUT, THROUGH THE USE OF DIFFERENT TEACHING
METHODS, NEW SUCCESSES CAN BE ACHIEVED.



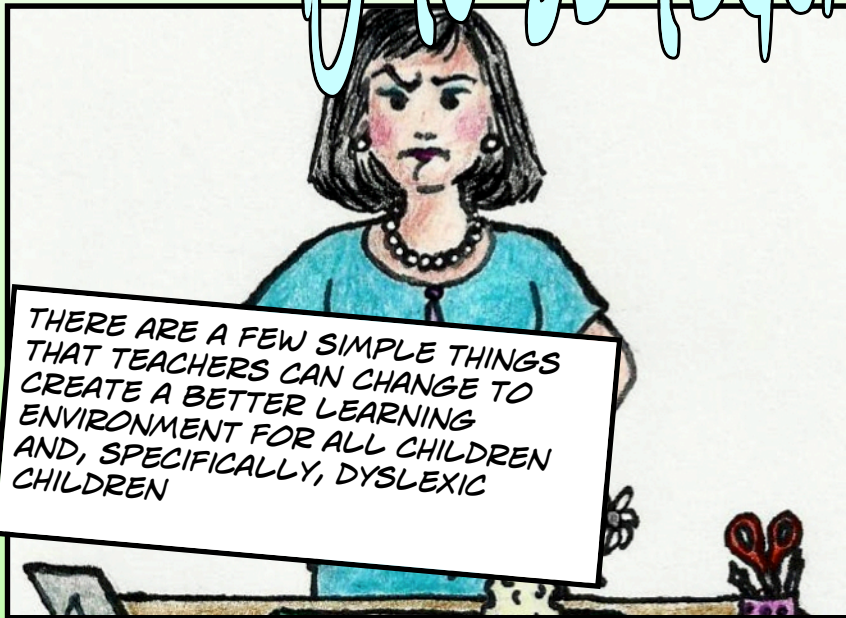
WITH A STRONG
EMPHASIS ON
PHONICS AND
SPELLING, MORE
STUDENTS WILL GET
THE OPPORTUNITY TO
MASTER READING
THROUGH A METHOD
TAILORED TO
DYSLEXIA.



THESE NEW METHODS HAVE THE POWER TO
CHANGE THE LEARNING EXPERIENCES OF
DYSLEXIC CHILDREN. INSTEAD OF TRADITIONAL
TEACHING METHODS, THESE OTHER METHODS
HAVE BEEN DEVELOPED TO HELP THEM.

INSTEAD OF FEELING FOREVER
DOOMED, THESE CHILDREN CAN FEEL
LIKE SUCCESSES.

Learning to be teaching enabled



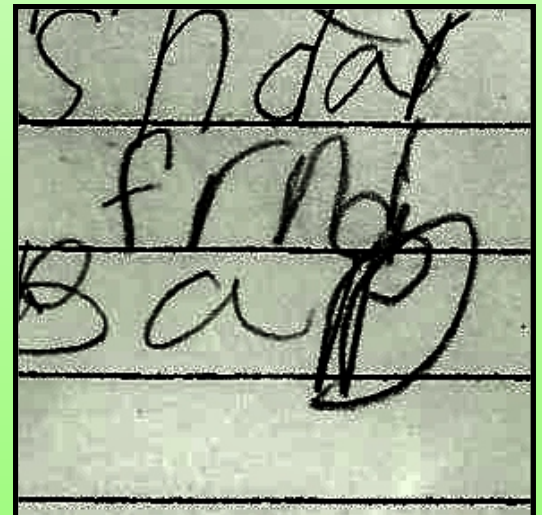
THERE ARE A FEW SIMPLE THINGS THAT TEACHERS CAN CHANGE TO CREATE A BETTER LEARNING ENVIRONMENT FOR ALL CHILDREN AND, SPECIFICALLY, DYSLEXIC CHILDREN



THE FIRST STEP IS FOR TEACHERS TO SHOW LESS FRUSTRATION WITH STUDENTS. PATIENCE WILL REASSURE A STUDENT THAT HE OR SHE IS WORKING HARD AND IS SUCCESSFUL.



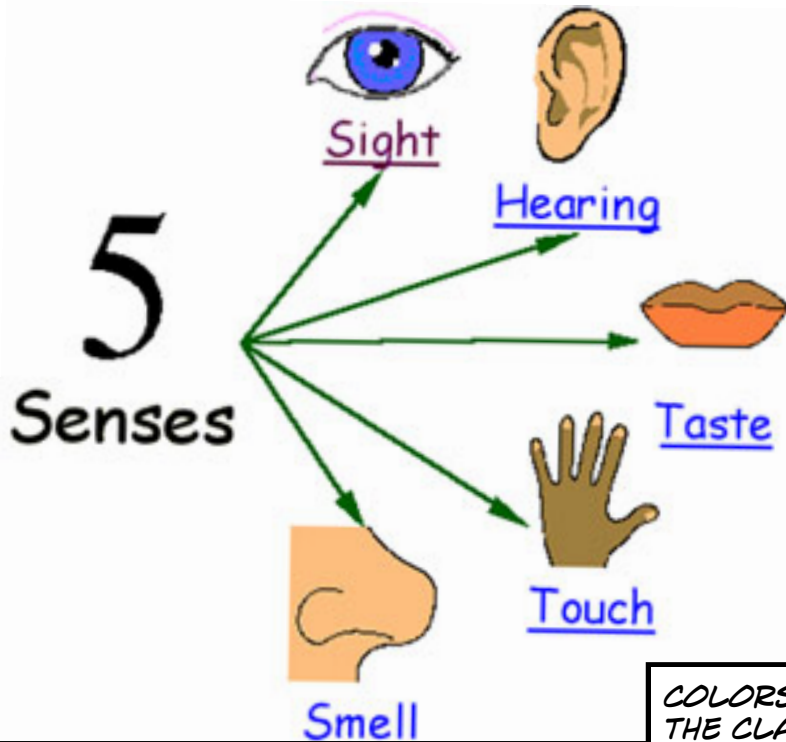
SECOND, TEACHERS NEED TO REPEAT THINGS MULTIPLE TIMES TO DYSLEXIC STUDENTS TO ENSURE THAT THEY ARE REMEMBERING WHAT THEY NEED TO DO.



TEACHERS ALSO NEED TO UNDERSTAND THE SYMPTOMS OF DYSLEXIA. IGNORING THE SYMPTOMS ONLY LEADS TO LARGER PROBLEMS.

The CLASS ROOM

ACCORDING TO DYSLEXIA CONSULTANTS, THE MAJOR COMPONENT OF TEACHING METHODS TAILORED TO DYSLEXIA IS THE USE OF MULTISENSORY TECHNIQUES.

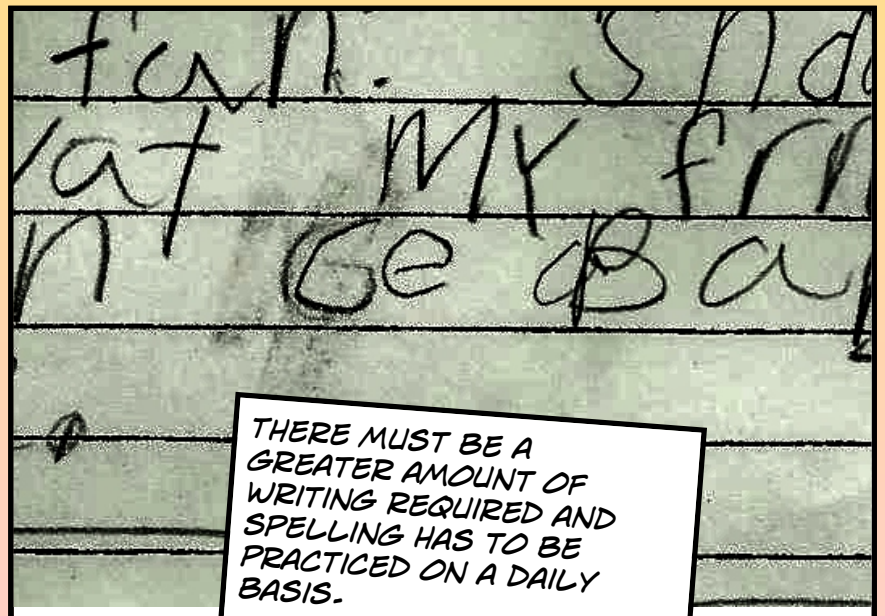


LEARNING HOW TO VISUALIZE WORDS IS DIFFICULT FOR A DYSLEXIC, BUT LEARNING HOW TO READ AND LISTENING TO THE SOUNDS OF WORDS CAN ENABLE MORE SUCCESS AND THE ABILITY TO REMEMBER HOW TO READ.

COLORS ARE ALSO INFLUENTIAL IN THE CLASSROOM AND HELP CHILDREN TO MEMORIZE WORDS.

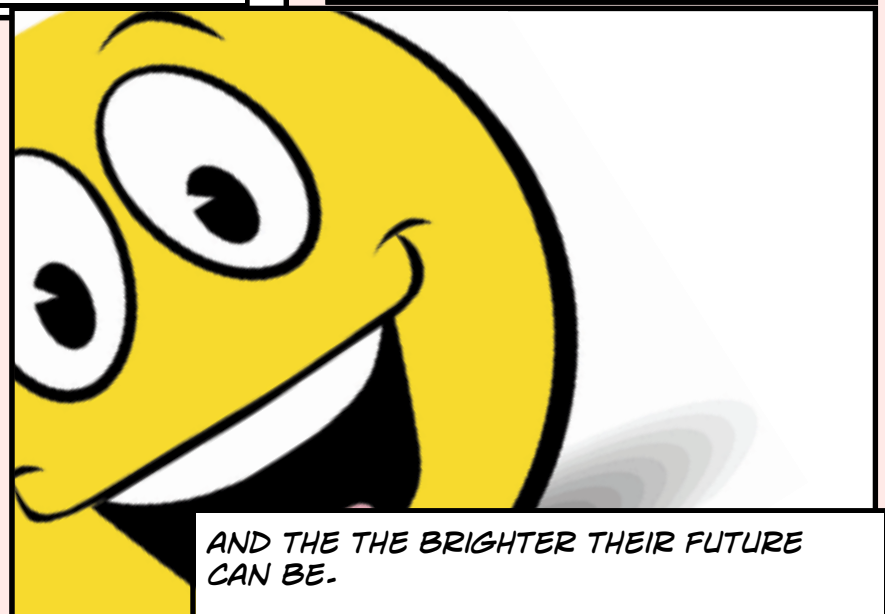
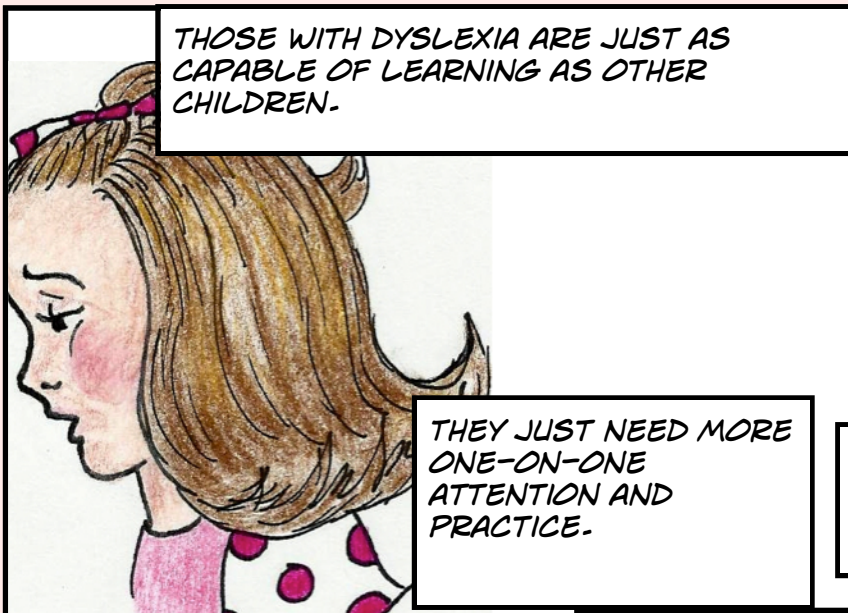
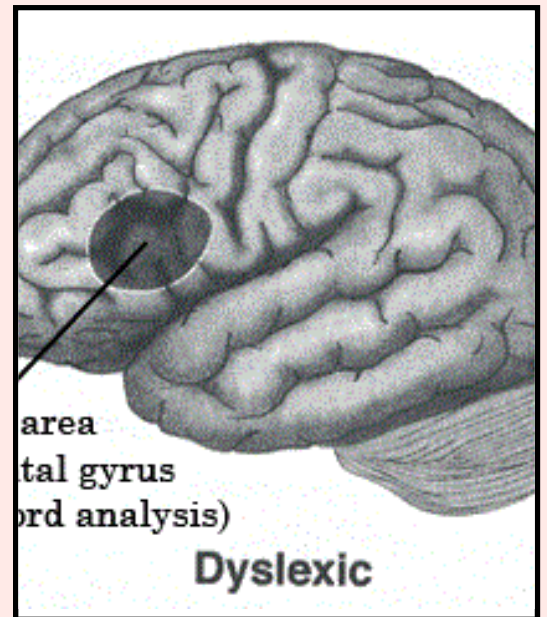


A METHOD THAT TEACHERS SHOULD USE TO HELP STUDENTS ACTUALLY FEEL THE SHAPES OF THE ALPHABET INVOLVES STUDENTS WRITING LETTERS AND WORDS IN SALT.



THERE MUST BE A GREATER AMOUNT OF WRITING REQUIRED AND SPELLING HAS TO BE PRACTICED ON A DAILY BASIS.

In Conclusion



WORK CITED:

Barton, Susan. "What is Dyslexia?". *Bright Solutions for Dyslexia*. Bright Solutions, 2010. 27 Nov 2012.

Bright Solutions is a great website to learn more about the symptoms and warning signs for dyslexia. It also provides information on how to help children with Dyslexia, and is a great resource for families.

Davis, Ronald. "37 Common Characteristics of Dyslexia." 1992. Web. 11 Dec 2012.

This website gives symptoms and warning signs that are common among dyslexics. This website furthered my knowledge about the characteristics that are shared with most Dyslexic students.

"Dyslexia." *Mayo Clinic*. Mayo Clinic, August 23 2011. Web. 11 Dec 2012.

The Mayo Clinic provides a medical definition for Dyslexia. It provides information about the brain, which furthered my medical understanding.

Macnair, Trisha. "BBC: Health: Dyslexia." *BBC.com*. BBC, April 2009. Web. 11 Dec 2012.

BBC is a great resource in learning more about how the brain functions, and gave me really interesting view of how the english language is one of the most difficult languages in the world. It carries many challenges for many people. It gave me more of a global point of view.

Ryan, Michael. "Social and Emotional Problems Related to Dyslexia." *LD Online* . 2004. Web. 27 Nov 2012.

Michael Ryan focused mainly upon how the problems that are associated with Dyslexia are for the most part social and emotional. The website is good for parents to look at, because it describes the reasons why students have so many emotional problems that correlate to dyslexia.

Slaughter, Gwen. "The Phonological Model of Dyslexia." April 2001. Web. 11 Dec 2012.

This website got me understand more about the importance of phonics. By teaching phonics, teachers will be able to teach even Dyslexic students about the parts of words.

"Teaching Students With Dyslexia." *Dyslexia consultants*. 2010. Web. 27 Nov 2012.

This website was focused on specifically teaching students with dyslexia. Phonics were discussed, as well as the importance of diagnosing students early on. This website also provides evidence that sensory methods are the most successful.