

## Some Classroom Accommodations and Supports

### Reading:

- Allow a student to read independently and avoid asking students to read aloud in front of others
- Provide read aloud options and visual supports
- Provide alternative reading materials
- Reduce the amount of required reading assignments using grade level material and/or provide audio supports
- Provide extended time for assignments and tests
- Use audiobooks/ electronic text (E-books)
- Allow the use of text to speech software
- Provide access to the APS Library Digital Collections: <http://www.apsva.us//site/Default.aspx?PageID=22176>
- Provide access to the Arlington County Public Library Digital Collections: <http://library.arlingtonva.us/collections/ecollection/>

### Writing:

- Provide copies of notes and materials
- Avoid penalizing student spelling errors
- Allow the use of speech to text software
- Provide note-taking assistance and partial outlines
- Provide graphic organizers or other structural aids for written assignments
- Provide extended time
- Provide word processors/Spellcheckers

**Accessible Instructional Materials (AIM VA)** is available to students with disabilities. For more information please talk to your school administrator.

## Resources

### Video from Ted Talk:

<https://m.youtube.com/watch?list=PLRKuctNgAKWKQcUtwBp6z2dKJ-qN3bhIn&v=zafiGBrFkRM>

### Dyslexia in the Classroom: What Every Teacher Needs to Know:

<https://app.box.com/s/fsxvph0hmseucs0we0jpix1c3qhjo95v>

### International Dyslexia Association (IDA):

<http://www.interdys.org>

AIM-VA: <http://aimva.org/>

### All Kinds of Minds: Understanding Differences in Learning:

<http://www.allkindsofminds.org>

### Council for Learning Disabilities (CLD):

<http://www.cldinternational.org>

### Learning Ally:

<https://www.learningally.org/>

### Learning Disabilities Association of America (LDA): [www.LDAAmerica.org](http://www.LDAAmerica.org)

LD Online: [www.ldonline.org](http://www.ldonline.org)

### The Yale Center for Dyslexia and Creativity: <http://dyslexia.yale.edu>

### University of Michigan Dyslexia Help:

<https://app.box.com/s/fsxvph0hmseucs0we0jpix1c3qhjo95v>

### Signs and Symptoms:

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/dyslexia-what-youre-seeing>

**Reading Remedy:** <http://www.reading-remedy.com/dyslexiawarningsigns.html>

### Advantages:

<http://www.mariannesunderland.com/2012/08/13/10-little-known-advantages-of-dyslexica/>

To access these links electronically please visit the ELA website at:

<http://www.apsva.us/Page/31000>



# Dyslexia Basics



What is Dyslexia?

What are the signs?

What is effective instruction for a student with Dyslexia?

Where can I find resources?

This is the collective work of the English Language Arts Office, Arlington Tiered System of Support (ATSS) and the Dyslexia Task Force.





## What is Dyslexia?

Dyslexia is an unexpected difficulty learning to read that involves phonological processing despite intelligence, motivation and education.

The International Dyslexia Association (IDA) refers to Dyslexia as “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.”

Adopted by the IDA Board of Directors, Nov. 12, 2002

## Strengths and Red Flags for Students with Dyslexia

### Strengths:

- Average to above average intelligence
- Strong verbal skills
- Logical thinker
- Can easily grasp new concepts when presented orally
- Excellent oral comprehension
- Artistic, musical, or creative
- Solves puzzles and works in 3D
- Technological
- Athletic
- Inclination to think outside of the box
- Understands abstract ideas

### Red Flags:

- Learning to speak
- Learning letters and their sounds (blending, segmenting, and phoneme manipulation)
- Organizing written and spoken language
- Decoding unfamiliar words (often guesses)
- Inconsistent accuracy when reading (sometime reads a word accurately but other times does not)
- Memorizing number facts
- Reading quickly enough to comprehend
- Reading with fluency and automaticity
- Persisting with and comprehending longer reading assignments
- Poor spelling and written expression
- Learning a foreign language
- Correctly solving math operations

Not all students who have difficulties with these skills have Dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected Dyslexia.

## Effective Instruction “Structured Literacy”

Effective reading instruction for students with Dyslexia should include explicit, systematic, cumulative and multisensory instruction in:

- Phonology
- Sound/Symbol Association
- Syllable Instruction
- Morphology
- Semantics
- Syntax
- Fluency

For more information:

<http://eida.org/effective-reading-instruction/>

APS offers the following interventions for students who need a Structured Literacy approach:

### Elementary:

- Phono-Graphix Methodology
- Orton Gillingham Methodology
- SpellRead Program
- My Virtual Reading Coach Program
- Read Naturally Live Program (fluency)

### Secondary

- Orton Gillingham Methodology
- My Virtual Reading Coach Program
- Read Naturally Live Program (fluency)

For more information on these and other APS interventions please visit <http://www.apsva.us/Page/27758>