

# Dyslexia

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## KEY ELEMENTS OF EFFECTIVE INSTRUCTION FOR STRUGGLING READERS

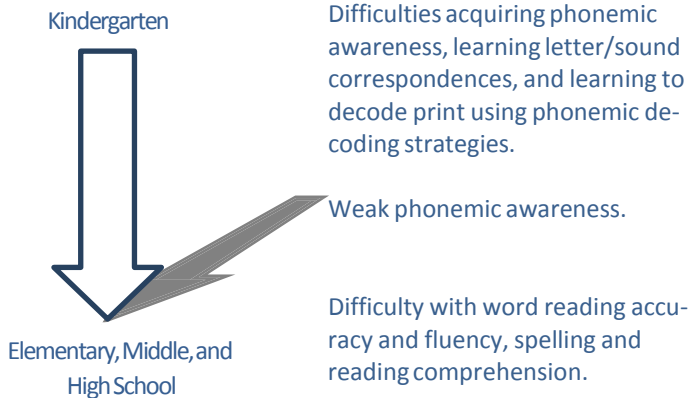
Systematic, explicit instruction in the five areas of reading:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Intensive remedial instruction:

- Extra small group, differentiated instruction
- 20-90 minutes a day
- 4 to 5 days per week

### Indicators of Dyslexia



## DSYLEXIA IS...

*“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”*

Lyon GR, Shaywitz SE, Shaywitz BA (2003): A Definition of Dyslexia. *Ann Dyslexia* 53: 1-14.

## DSYLEXIA IS NOT...

***Dyslexia is not a visual problem that results in “flipping letters.”***  
A preponderance of evidence indicates that dyslexia results from a deficit in the phonological component of language. Furthermore, *“scientific evidence does not support the claim that visual training, muscle exercises, ocular pursuit-and-tracking exercises, behavioral/perceptual vision therapy, “training” glasses, prisms, and colored lenses and filters are effective direct or indirect treatments for learning disabilities.”* (Handler SM, Fierson WM, Section on Ophthalmology, Council on Children with Disabilities, American Academy of Ophthalmology, American Association for Pediatric Ophthalmology and Strabismus, American Association of Certified Orthoptists. Learning disabilities, dyslexia, and vision. *Pediatrics*. 2011;127 (3):e818-e856.)

***Dyslexia is not a medical problem.*** Like anything to do with learning, dyslexia is “brain-based” or neurobiological in origin. However, this does not mean that it is a “medical condition”. While physicians may make a presumptive diagnosis of dyslexia based on symptoms such as trouble learning to read along with a family history of reading and spelling difficulties, identification and “treatment” of dyslexia predominantly falls in the educational realm because dyslexia is a specific learning disability, and educators are the experts in teaching students to read and spell.

## A FEW “MUST READS”, RESOURCES, & REFERENCES

**FCRR Technical Report #8: Dyslexia: A Brief for Educators, Parents, and Legislators in Florida**

○ [http://www.fcrr.org/TechnicalReports/Dyslexia\\_Technical\\_Assistance\\_Paper-Final.pdf](http://www.fcrr.org/TechnicalReports/Dyslexia_Technical_Assistance_Paper-Final.pdf)

**What Every Teacher Needs To Know About Phonological Awareness**

○ <http://www.fl DOE.org/core/fileparse.php/7690/urlt/0070133-phon9872.pdf>

**The Reading Lesson Series**

○ <http://rmls.florida-ese.org/#/home>

**Institute For Education Sciences**

○ <http://ies.ed.gov/>

**Center On Instruction**

○ <http://www.centeroninstruction.org/>