

DEPARTMENT:

Elementary Education

FACULTY SPONSOR:

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STUDENT(S):

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PROJECT TITLE:

Teaching Students with Dyslexia



Dyslexia in the Elementary Classroom



What is dyslexia?

Dyslexia is a learning disability that is “difficulties with accurate and/ or fluent word recognition and by poor spelling and decoding abilities” (International Dyslexia Association)

- a. Overall trouble with reading fluency
- b. Trouble reading and writing
- c. Trouble with comprehension

Signs and Symptoms?

As a future educator, its highly important to know and understand certain signs a child may have dyslexia

Grades K-3rd

- a. Issues with decoding words- unable to match letter to phonemes
- b. Issues with phonemic awareness- oral manipulation of phonemes in words
- c. Issues with spelling rules
- d. Issues with rhyming words

Grades 3rd - 5th

- a. Overall more difficult literacy skills
- b. Issues with grammar, sentence structure
- c. Reverse letters
- d. Issues with comprehension and re telling events in a story

Signs for all Ages/Grades

- a. Trouble with names and places- re calling
- b. Hard to follow written directions
- c. Dislike/ avoid reading and writing
- d. Nervous and frustrated when/ about reading and writing

Social and Emotional:

1. Impact children socially and emotionally
2. Research explains that kids with dyslexia and those not diagnosed suffer from self-esteem issues
 - a. Feels something is wrong
 - b. Teachers and parents assume they are not trying
 - c. How as teachers can we help prevent this?

My Student:

- a. Interview with Tyler
- b. Struggles:
 1. Has a hard time producing language/ reading and writing
 2. Struggles with decoding words and comprehension- reading assessments with questions after he reads
 3. Always feels rushed
- c. How teachers have helped/ wishes
 1. Wished his teacher would give him more time on projects to understand everything fully
 2. Teachers get upset- thinks he's not trying, mad when he needs to move spots
 3. Teacher gave him more time, more corrections, one on one intervention

Intervention/ Classroom Strategies:

1. Written directions
 - a. No wordy written directions
 - b. Step by Step and clear/ key points/ short phrases
 - c. Routine
2. Tape Recorder
 - a. Lessons/ directions
 - b. Can be replayed
 - c. Follow along with written words
3. Technology
 - a. Spell checkers- for the writing process- drafting, editing and revising
 - b. Line readers- highlights words to help keep their place
4. Literacy instruction
 - a. Incorporate environmental print- Include signs and even symbols on worksheets
 - b. Multisensory experiences- so story sharing maybe a Grand Conversation/ shared reading that provokes this
 - c. Develop Reading Guides- concept maps, organize, help comprehension

References

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