DEPARTMENT:
Elementary Education

FACULTY SPONSOR:
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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


(2014, November 10). Dyslexia From a Student’s Perspective. https://www.youtube.com/watch?v=ti8JvwaCs4g