

# Dyslexia

From the International Dyslexia Association (<http://www.interdys.org/index.htm>)

"Dyslexia is a specific learning disability that is neurological 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 the growth of vocabulary and background knowledge. Adopted by the Board of Directors: November 12, 2002"

\* Children may have reading difficulties that do not fit the criteria of dyslexia. A diagnosis of dyslexia does not qualify for a MELS code. A student may receive accommodations such as a reader or use of a computer if the IEP specifies this is necessary, regardless of diagnosis.

\* A diagnosis of dyslexia requires a psychoeducational assessment and speech and language assessment looking at oral language, reading and writing skills. It also requires information about the child's development and previous intervention strategies.

\* Children with dyslexia benefit from intensive reading and spelling intervention. Areas of intervention should include: increasing understanding of spelling rules, morphology (word grammar) rules, improving phonological awareness skills, daily reading practice, improving background knowledge and compensatory learning and memory strategies.

More information can be found here and the attached handout about teacher strategies:

\* <http://www.interdys.org/>

\* <http://www.asha.org/public/speech/disorders/LBLD/>

\* [http://www.shapesofmind.ca/pdfs/SoundPrints\\_overview\\_rationale.pdf](http://www.shapesofmind.ca/pdfs/SoundPrints_overview_rationale.pdf)