

Dyslexia



NEURODI[○]ERSITY

Early Intervention...

Early screening and intervention in school systems has a significant impact on accommodating neurodiversity among students.

By: Ahmed

What is Dyslexia?

- A neurological difference represented by the

neurodiversity movement.

- **Neurodiversity** is the philosophy that **different ways**

of thinking and using your brain can be beneficial to society, even if it deviates from what is considered “normal.” This broad term encompasses all



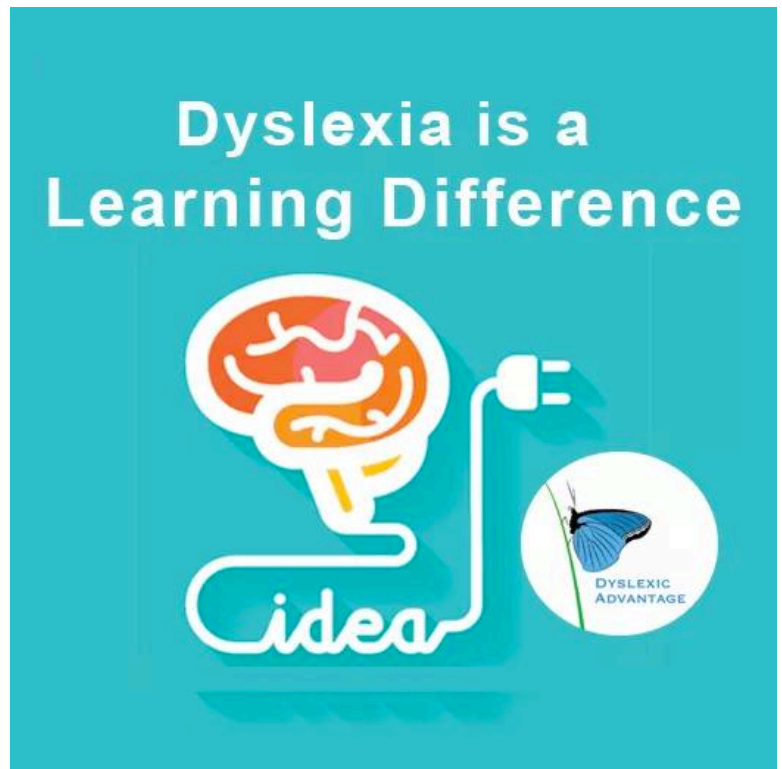
neurological differences such as autism, down syndrome, dyslexia, epilepsy, psychosocial disabilities, etc.

- Although the cause of dyslexia is not completely known, it stems from differences in the way the **brain develops** and **functions** (Dyslexia Basics).

- Impacts **language-based learning**, including reading, writing, and pronunciation (Dyslexia Basics).

- Dyslexia does not impact intelligence

or creativity, it only impacts the way someone learns.



Failure to support

DYSLEXIA
IS NOT a disease to have and to be
Cured of
but a way of—
thinking
—and—
learning.

- According to the International Dyslexia Association, many states currently provide inadequate professional preparation for dealing with reading-based

learning differences to their teachers (Knowledge and Practice Standards for Teachers of Reading).

- In addition, reading and special education specialist teachers do not receive any further instruction on research-based teaching methods than general education teachers do (Mccutchen, et al. 2002).
- Most teachers are unprepared “to prevent reading problems, to recognize early signs of risk, or to teach students with dyslexia and related learning



**Empowerment
Through Education**
*Living A Dream,
Building A Future*

disabilities successfully” and as a result, many children are left behind (Mccutchen, et al. 2002).

- Children that fall behind early in reading skills are discouraged from practicing reading, which prevents them from developing necessary reading levels later on (Torgesen, Rashotte, and Alexander, 2001).



Early Intervention

- An effective method for **identifying** students with a **risk** of having a learning difference related to reading is the **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** (Haager).
- Focusing on reading early, as early as first grade, is critical in the academic development of all students (Juel, 1988).

- At this stage, if students with dyslexia are not accommodated and are left behind, they may fall behind academically.
- Assessments, such as DIBELS, are vital early on in order to **identify** which students need alternative teaching methods, **guide** the teaching plan, and **monitor** student progress (Torgesen, 1998).

Further support

- There are **tools** available to help those who learn differently **gain better access** to their education.
- One tool available is the **Read & Write Gold** software, available on every device and platform.



- Read&Write Gold software assists students by **reading text aloud** with students and **checking writing** as it is drafted.



- In addition, programs like Speechstream, Browsealoud, gMath, and Fluency Tutor are available to make daily reading, and math, more

accessible (Read&Write Literacy Software | Texthelp)

References

Citations found at <http://bit.ly/2np3Fsl>