

Common Signs of Dyslexia

The following struggles may be signs of dyslexia if observed after adequate instructional opportunity and effort:

- Decoding words
- Recalling letters of the alphabet
- Rhyming words
- Recognizing words that start with the same sound
- Blending sounds to make a word
- Retrieving specific words (e.g., says “stuff” or “things” instead of known word)
- Spelling words
- Remembering spoken directions
- Reading aloud in class
- Recalling names of people and places

Misconceptions about Dyslexia

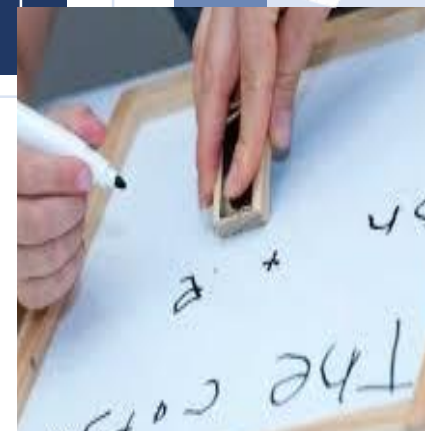
Some views of dyslexia that are *incorrect* include the following:

- Letter or number reversals indicate a child is dyslexic.
- Students with dyslexia never learn how to read.
- Dyslexia is a vision problem.
- Dyslexic readers simply lack motivation or effort.
- Dyslexia is a medical condition that a doctor has to diagnose.
- Special diets, tinted glasses, or balancing exercises are cures.
- A child identified with a specific learning disability in reading at school was overlooked for dyslexia.

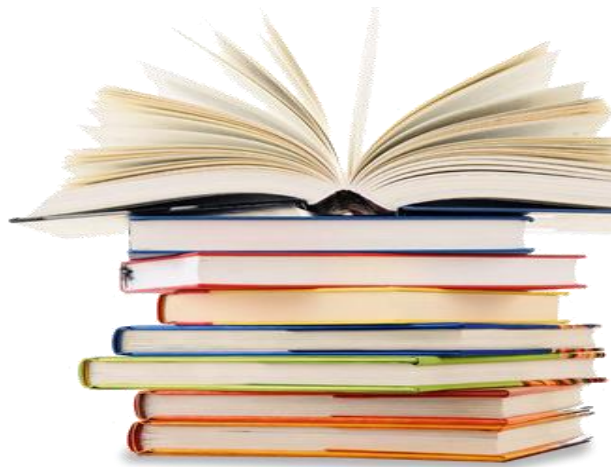
About Us

Hamilton-Boone-Madison Special Services Cooperative (HBM) is located at 1775 Field Drive, Noblesville, IN 46060.

HBM provides services and supports to five school districts and a charter school to assist them in providing high-impact learning opportunities for students. The HBM staff include school psychologists and other specialists who can help diagnose dyslexia and guide interventions.



Dyslexia in the School Setting



What is Dyslexia?

The following language was used to describe dyslexia in S.R. 576 (2016) by the U.S. Senate, based on a panel of experts in the field:

(1) defined as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader; and

(2) most commonly due to a difficulty in phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read, spell, and often, learn a second language;

How is Dyslexia Identified in the Schools?

Indiana Senate Bill 217, stipulated that as of the 2019-20 school year, all students in grades K-2 will have the opportunity to be screened for dyslexia. As developmentally appropriate, these screeners will look at the following skills:

- Phonological and phonemic awareness,
- Sound symbol recognition,
- Alphabet knowledge,
- Decoding skills,
- Rapid naming skills, and
- Encoding skills.

Student performance that falls below the school's cut-off for expected reading development, may then receive intervention and more rigorous assessment. Failure to progress with dyslexia-specific interventions could lead to evaluation for, and identification of, dyslexia.



“Dyslexia refers to poor word-level reading despite adequate effort and opportunity.”

-Dr. David Kilpatrick, author of *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* (2015)

What Can be Done at Home?

There are many things you can do to help a child with dyslexia. Here are just a few suggestions:

1. Set a simple reading goal, such as reading 20 minutes daily at home. Find high-interest books at his/her reading level.
2. Read aloud together, understanding that it's okay to read slowly. Spark interest by reading aloud to the child – or if needed, have the child use audio books while following along with the text.
3. Review the alphabet and letter sounds. Break apart short CVC (consonant-vowel-consonant) words (e.g., cat, pig, etc.), and blend the sounds together (/j/ /o/ /g/; jog).
4. Use multiple strategies to sound out difficult words: cover up parts of the word, highlight rhyming portions, or backward decode.
5. Encourage writing, even if using assistive technology (e.g., online dictionary, spell-check, or text-prediction software).
6. Partner with the school. Use curriculum ideas from the classroom teacher or other school staff who work with your child.