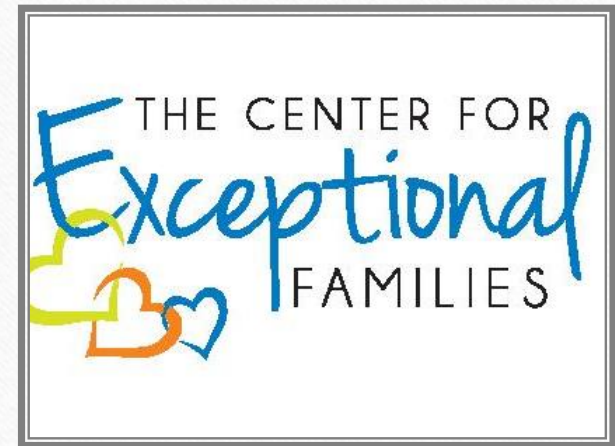


Dyslexia, Dysgraphia, Dyscalculia



Who are we?

- We are Arkansas' Parent Training and Information Center
- We are a statewide organization with regional mentors who assist parents
- We are funded by The U.S. Office of Special Education Programs (OSEP), grants, and private donations.



Parent Training & Information Centers

Serve

- Serve families of children from birth to age 26 with disabilities

Help

- Help families and other agencies including schools understand the benefits of IDEA and Section 504

Provide

- Provide a variety of free services including individual support, workshops, publications, community events, etc.

Work

- Work together with home, school and community stakeholders to improve outcomes for youth and adults with disabilities



Shelby Knight,
Executive
Director

TCFEF Staff

Teamwork makes
the dream work

Staff Members –
The Center for
Exceptional
Families

You will learn...

Lesson 1.
Dyslexia

Lesson 2.
Dysgraphia

Lesson 3.
Dyscalculia

Lesson 4.
IEP/504

Lesson 5.
Arkansas Info

What is Dyslexia

- A neurological learning disability
- Characterized by phonological processing issues including the manipulation of sounds, spelling, and/or rapid visual-verbal responding (NINDS)
- Underlying cause is still unknown
- Doesn't affect intelligence and most diagnosed have average IQ
- Can cause significant issues with reading, writing, and speaking
- Dyslexia programs and other accommodations/modifications may help

Signs of Dyslexia

Individuals with dyslexia may experience difficulty with:

- Learning letters and sounds
- Organizing written and spoken language
- Speech, Spelling, and Reading
- Memorizing number facts and doing math operations
- Comprehending longer reading assignments
- Knowing left from right
- Recognizing rhyming patterns

Dyslexia Screenings for Arkansas

According to the Arkansas Dyslexia Resource Guide:

- Dyslexia interventions fall under RTI (Response to Intervention)
- All students in grades K-2 will have an initial screening for dyslexia
- Students in grade 3 and higher will be screened for dyslexia if they are having trouble, noted by a classroom teacher
- Additional screening may be needed to determine if a student needs to receive dyslexia intervention services



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Instructional Approach for Students with Dyslexia



- Individualized and focused on the student's primary difficulty
- Multi-sensory approach that incorporates reading, writing and spelling as appropriate
- Components of effective dyslexia intervention include:
 - Phonemic awareness, graph phonemic knowledge, structure of the English language, linguistics, language patterns, strategies for decoding, encoding , word recognition, fluency and comprehension.

Strategies for Dyslexia



Break down complex tasks into smaller steps



Minimize the amount of information on a page



Additional time to complete tasks



Use a multi-sensory teaching appropriate – sight, sound, touch, and movement

Dyslexia as a Strength

Often do well with “big picture processing”

Tend to see patterns differently than their peers

They think creatively and outside the box – great at visualizing

Often successful in the fields of art, architect and engineering

What is Dysgraphia?

- A learning disability that affects writing, spelling, and fine motor skills.
- It can be stand-alone or with a co-occurring disorder such as ADHD, Autism, or Dyslexia
- Present in 3-7% of school-aged children and more common in boys than girls
- Does not affect IQ

Signs of Dysgraphia

- Messy Handwriting
- Avoiding writing tasks
- Difficulty with letter size, staying on the line, forming letters, punctuation, spelling, etc.
- Difficulty copying from blackboard or paper
- Trouble organizing thoughts on paper
- Needs extra time for writing assignments
- Missing words from sentences

Strategies for Dysgraphia

Occupational therapy
and/or physical
therapy

Ergonomic pencil
grips – can help with
positioning

Assistive technology
like speech-to-text
tools

Use cursive vs. print –
the connectivity
between letters is
helpful and less
reversal of letters

Use a computer or
audio recording to take
notes

Request
accommodations

What is Dyscalculia?

- A specific learning disability that affects a person's ability to understand number-based information and math
- Can cause struggles in academic math but also basic math skills such as cooking, grocery shopping, and getting to places on time
- It can be stand-alone or with a co-occurring disorder such as ADHD, Autism or Dyslexia
- Usually noticed in students during their early elementary years.

Signs of Dyscalculia



Trouble with skip counting, number patterns, or number symbols



Trouble learning and recalling math facts, formulas, properties, or phrases like greater than or less than



Trouble with place value, keeping score, counting money, reading charts and graphs, measuring ingredients

Supports for Dysgraphia

- Use graph paper to help line up numbers and problems.
- Use attention-getting phrases like, “This is important to know because....”
- Use concrete examples that connect math to real life.
- Highlight or circle key words and numbers on word problems.
- Allow extra time on tests.
- Give step-by-step instructions and have the student repeat them.
- Provide charts of math facts, multiplication tables, formulas, visual aids, or manipulatives when solving problems
- Let the student use a calculator when computation isn’t what’s being tested
- Give more space to write problems and solutions.
- Break down worksheets into sections.

504/IEP Possible Services

- Based on severity, Dyslexia, Dysgraphia, or Dyscalculia may qualify a student for a 504 or IEP and would be served under the Primary Handicapping Condition (PHC) of Specific Learning Disability (SLD).

Arkansas Resources

- Division of Elementary and Secondary Education - Offices - Learning Services - Curriculum Support - Dyslexia (arkansas.gov)
- The APPLE Group - The Science of Reading (applegroupdyslexia.com)
- Brightwire Dyslexia Center of Northwest Arkansas (readingcenterofnwa.org)
- Home – Friendship Lab Schools

Thank you!

Contact Us:

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