



Dyslexia & Other LDs

What To Look For

Afternoon
Session

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Introduction



What to expect

What is dyslexia and related LDs?

What are the characteristics of:

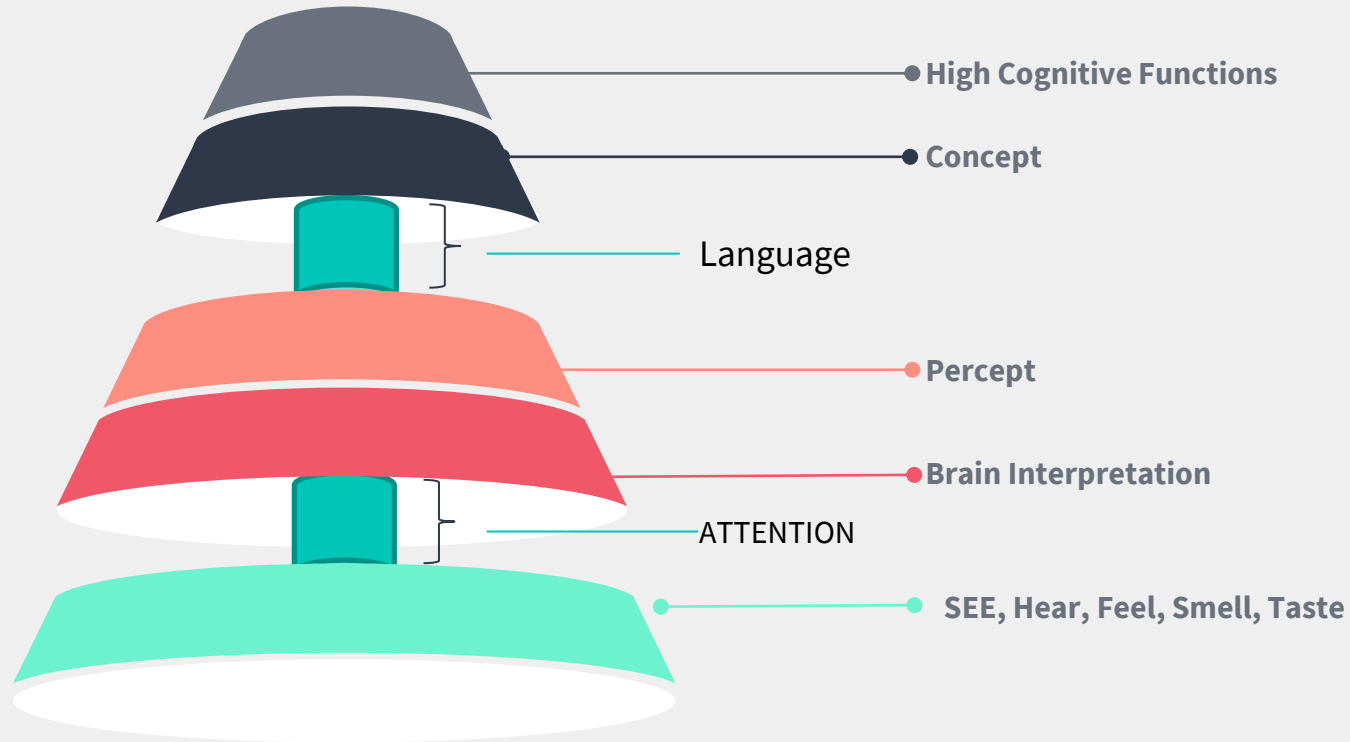
- **Dyslexia**
- **ADHD**
- **Language Disorder**



Your Brain Has...

One million billion (one Quadrillion)
Connections between neurons in
the cortex.

Processing Chart



Perceptual Errors

- Visual Discrimination
- Visual Memory
- Visual Motor
- Auditory Discrimination
- Auditory Memory

What to look for

Visual Discrimination

- Act, tac, cat
- Would/World
- Respt/respect
- d/b, p/q, m/w

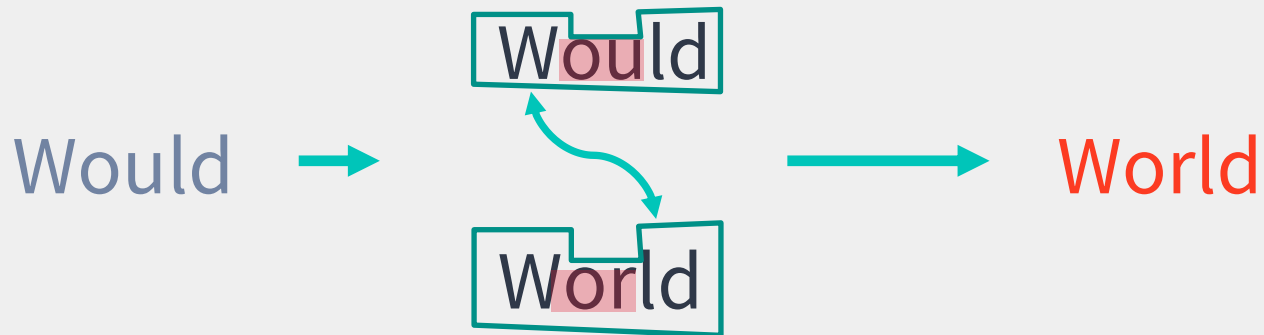
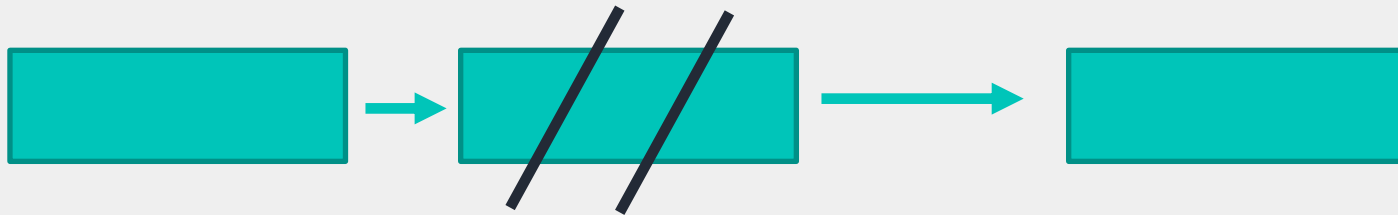
Visual Motor

- Dictation
- Written expression

Auditory Discrimination/ Memory

- "l" vs "e"
- Rhyming
- Blending sounds into words
- Wisp/ Whisk

Visual Glitch





Dyslexia

Other Errors

Early On

- Trouble learning common nursery rhymes- “Jack and Jill”
- Difficulty learning/remembering letter names
- May not recognize letters in their name
- Mispronounces familiar words- i.e. “baby talk”
- Difficulty with perceiving rhyming patterns- top, cop, mop

Later in School

- slow to gain reading skills.
- unfamiliar words are often more challenging- may guess if cannot sound out the word.
- Doesn’t seem to have a strategy for reading new words.
- Avoids reading out loud

Be listing/watching for...

- Mispronunciation of long, unfamiliar, or complicated words
- May require extra time with responding to questions
- Hard time remembering dates, names, telephone numbers
- Struggles to finish tests on time
- Noted difficulty learning a foreign language
- Messy handwriting



Simulation of Wizard/ Elf



Dyslexia/ADHD/SLD

How Common?

Dyslexia and ADHD

Up to 40%

Dyslexia and Language Disorder

Up to 55%

ADHD and Language Disorder

UP to 30%



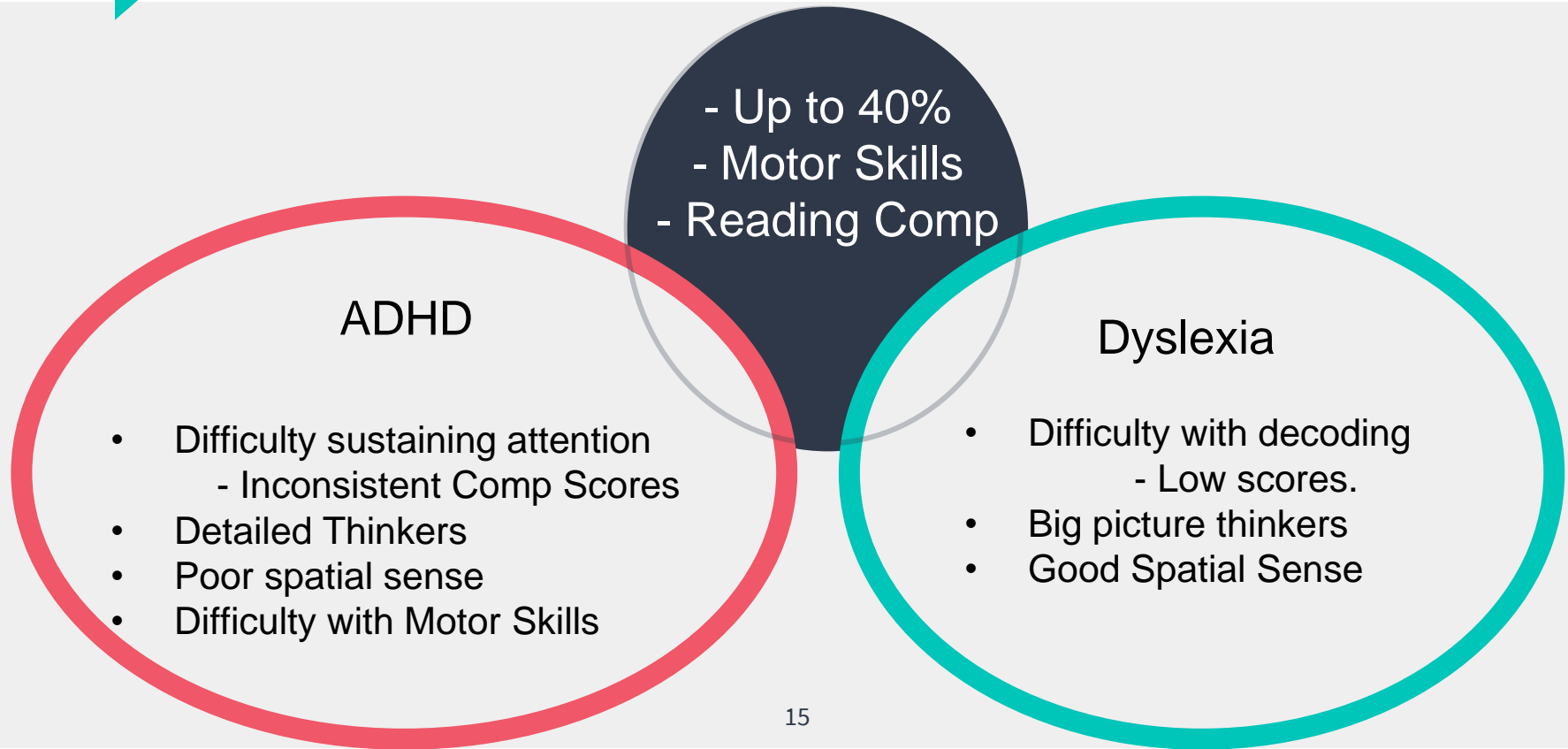
ADHD and Dyslexia

3 Subtypes (DSM-5)

- Inattentive
 - Hyper focus
- Hyperactive
 - You can't miss them
- Combined



ADHD and Dyslexia



SELF CONCEPT FORMATION

- The child with learning or adjustment difficulties has more negative than positive experiences, *especially* after entering school
- This exacerbates feelings of anxiety
- Self-concept is negatively affected
- Negative behaviors develop

A vicious circle of negative behavior is set into motion

- **Adults must intervene to stop the cycle.**
- **The possibility of more positive experiences must be increased**
 - **Improve academic skills**
 - **Direct teach social skills/coping strategies**
 - **Provide success experiences in and out of the academic setting**



Thanks!

Any questions?