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Are you a parent of a child diagnosed with dyslexia and find conflicting information?

As a parent of a child with dyslexia, it can be challenging to navigate the resources related to their child's diagnosis. This pamphlet offers facts about the two types of dyslexia, tackles several myths, and offers reliable resources. Dyslexia can be very challenging but **never** defines a child.

What is dyslexia?

Dyslexia is a genetic language disorder and can cause reading difficulties that affect spelling, writing, and math.

The Colorado Department of Education has elected to use the following definition of dyslexia, established by the International Dyslexia Association (2002) and adopted by the National Institute of Child Health and Human Development:

Dyslexia is a neurological learning disability that demonstrates difficulties with accurate and fluent word recognition (the ability to read single printed words accurately and quickly and read aloud with speed to support understanding. Additionally, dyslexia is characterized by poor spelling and decoding abilities, including reading unknown words. Often the challenge is due to a deficit in the phonological component of language (difficulty

pronouncing, remembering, or thinking about the individual speech sounds).

Families must understand dyslexia to be a strong support system for their children.

Often parents do not understand their child's diagnosis and need guidance to play as advocates to help their child break through the obstacles. Parents' attitudes regarding their child's diagnosis will greatly affect their child's education.

There are two types of dyslexia: developmental dyslexia and acquired dyslexia.

Developmental dyslexia, a life-long condition, is a reading disorder gained by genetics, hereditary, and/or neurobiological differences. The brain-based disability affects the student's ability to read and can also affect spelling. **Acquired dyslexia** is when a student loses skills due to a traumatic brain injury.

Several common features of dyslexia include difficulty with phonological awareness, slow or labored oral reading, difficulty spelling, or rapid naming. Additional features may include difficulty acquiring and using oral and written language, learning and retaining vocabulary, and limited reading comprehension. Reading comprehension involves reading text and processing and understanding the meaning of the text.

Myths about dyslexia:

There are many myths about dyslexia, but one that often appears is that dyslexia is a visual problem, and students see and write the letters and words backward. The truth is that dyslexia is not primarily a visual problem but is a language-based problem. A second myth regarding dyslexia is that the student will receive special education support with an Individual Education Plan (IEP). Schools do not automatically implement an IEP since dyslexia ranges from mild to severe. Interventions are first put into place to help support the child.

How can I help my child at home?

For strategies to help your child visit:

<https://www.readandspell.com/us/how-to-help-a-child-with-dyslexia-at-home>

How can your child advocate for themselves regarding dyslexia?

Teaching your child to self-advocate regarding dyslexia will provide success, self-awareness, and confidence. First, they need guidance to determine how they are personally affected by dyslexia. Next, the child can practice explaining to others how dyslexia affects them personally. Finally, over the years, the child will confidently explain what they need in the classroom and at home to be successful. For role-play and more ideas, visit:

<http://dyslexiahelp.umich.edu/dyslexics/living-with-dyslexia/home/teaching-self-advocacy-to-your-child>

Several organizations help guide parents, including:

The International Dyslexia Association

The Rocky Mountain Branch of the
International Dyslexia Association

Understood for Learning and Attention Issues

Parents can also turn to books for credible information about dyslexia. Some examples include:

Overcoming Dyslexia (2004), Sally Shaywitz, M.D.

The Dyslexia Advantage: Unlocking the Hidden Potential of the Dyslexic Brain (2012), Brock Eide, M.D., M.A., and Fernet Eide, M.D.

The Myth of Laziness (2004), Mel Levine, M.D.

If you have additional questions regarding dyslexia, please visit the link below for the Colorado Department of Education Dyslexia Handbook.

[Colorado Department of Education Dyslexia Handbook. Feb. 25 2020.pdf](#)