



Identifying students with dyslexia in high school

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Introduction

This Framework provides general information about Dyslexia and how to identify students with this learning disorder in your class. The idea for this research comes to me since I had an experience with a dyslexic student in an Institution where I used to work. Thus, I decided to base my research on this issue to be informed for future situations and provide general information on dyslexia to help teachers understand and respond to the needs of their learners.

The purpose of this work is to be able to achieve the general concept of Dyslexia and how to indentify students who suffer from it, in such a way to be able to help teacher recognize and respond to the needs of their learners.

1. Concept of Dyslexia

Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words (decoding). Also called reading disability, dyslexia affects areas of the brain that process language. People with dyslexia have normal intelligence and usually have normal vision. Most children with dyslexia can succeed in school with tutoring or a specialized education program. Emotional support also plays an important role.

Though there is no cure for dyslexia, early assessment and intervention result in the best outcome. Sometimes dyslexia goes undiagnosed for years and is not recognized until adulthood, but it's never too late to seek help. (Mayo Foundation for Medical Education and Research, 1998-2020)

1.1 Types of Dyslexia.

In The Understood Team, (The Understood Team, 2014-2020) the authors illustrate that there are no official types of dyslexia; they make reference to the different ways that people can struggle with reading. “Experts think genetics plays a role. Different reading challenges may be linked to specific combinations of genes. A child’s learning experiences also affect how the brain gets organized for reading. These factors help explain why no two people with dyslexia are exactly alike.” (The Understood Team, 2014-2020)

1.1.1 Phonological Dyslexia

It is the ability to recognize individual letter sounds in a word and then blend those sounds into a word. It can be difficult to break words into syllables, and to connect letter and words to the sounds they correspond to. (The Understood Team, 2014-2020)

1.1.2 Surface Dyslexia

Surface dyslexia is described as the inability to read words that are spelled differently from how they are pronounced. Words that can prove challenging to people with surface dyslexia might include “yacht”, “thorough” and “subtle”. Surface dyslexia is sometimes referred to as visual dyslexia because individuals with this condition have difficulty recognizing words by sight. (The Understood Team, 2014-2020)

1.1.3 Symptoms

In (Mayo Foundation for Medical Education and Research, 1998-2020), the authors assure that, signs of dyslexia can be difficult to recognize before your child enters schools, but some early clues may indicate a problem. Each individual with the condition will have a unique pattern of strengths and weakness.

1.1.3 Rapid Naming Deficit

For those living with this type of dyslexia, recognition of letters and numbers does not happen in a fast way. It may take longer for the person's brain to process the information, which may lead to slower reading times. (The Understood Team, 2014-2020)

1.1.4 Double Deficit Dyslexia

It is used to describe people who have trouble identifying the sounds in words and who have trouble with naming speed. So, when a person has phonological dyslexia and rapid naming deficit dyslexia, it is known as double deficit dyslexia. (The Understood Team, 2014-2020)

School age

Mayo Foundation for Medical Education and Research, (1998) mentions some symptoms that may become more apparent once students are in school. Some of the

symptoms are reading well below the expected level for their age, and processing and understanding what they hear. Also, it can be difficult for them finding the right word or forming answers to questions. Similarly, remembering the sequence of things or seeing and occasionally hearing similarities and differences in letters and words can be difficult. Furthermore, the inability to sound out the pronunciation of an unfamiliar word is another indicator to take into account. What is more, the students are going to show some difficulty in spelling and they are going to spend an unusual long time to complete some tasks that involve reading or writing.

Teens and adults

According to Mayo Foundation for Medical Education and Research, (1998), dyslexia signs in teens and adults are similar to those in children. Common signs include difficulty in reading, including reading aloud, as well as a slow and labor intensive reading and writing. Moreover, mispronouncing names or words, or problems retrieving words together with problems in spelling, may affect them. Additionally, there are certain difficulties in summarizing a story, in memorizing, or while doing math problems. Also, it is common to find troubles in understanding jokes or expressions that have a meaning which cannot be easily understood from the specific words (idioms), such as "piece of cake" meaning "easy".

1.3 How does Dyslexia affect learning?

The majority of learners with dyslexia have the following characteristics that may impact on their learning, though not all dyslexic learners will have these entire characteristic. Some of which include difficulties in the organization of work and other facet of their lives. Moreover, a little sense of the passage of time, mixing up dates and times as well as missing appointments are others characteristics. Additionally, directional disorientation, getting lost easily and having problems with maps or finding the correct way, also affects their learning.

1.4 What is learning?

Learning is a process that is often not under our control and is wrapped up with the environments we inhabit and the relationships we make. It involves encountering signals from the senses; attending to them; looking for connections and meanings, and framing them so that we may act. (Smith K, 1990-2020).

2.0 Social and emotional impact of dyslexia

One of the first researches to investigate the emotional aspects of dyslexia is Samuel T. Orton, M.D. In relation to his research, the ones that are happier and well adjusted are the ones that were later diagnosed, and the preponderance of them are preschoolers. Furthermore, according to Scott Bezsylo, the executive director of Winston Preparatory School, which specializes in teaching kids with learning disorders; "A dyslexic person who has word- finding difficulties can have trouble with their

expressive language”, equally important, he add that, “That has a social impact, in addition to your difficulties with reading and writing, that make you feel not so good about yourself”. (Bezsytko).

Consequently, children with dyslexia, generally the ones who are not been officially diagnosed yet, sometimes they are affected by self-esteem because they believe that there is something wrong with them and they are accused of not making a big effort and not developing they reading skills sufficiently to be able to overcome it. In addition to, Bezsytko suggests that, “A lot of our work with dyslexic kids is to help them rediscover that they are smart and capable; because they´ve stopped believing in themselves”. (Bezsytko). Children with dyslexia may experience difficulties at school because they do not feel like the other children in their class.

2.1 How to recognize a learner with dyslexia in your group?

The Mayo Foundation for Medical Education and Research provides that there is no a test that can diagnose dyslexia, however, there are some factors to consider, such as:

Child's development, educational issues and medical history: The doctor has to know about these areas and he/she must to be aware that other people in the learner´s family share the same difficulties.

Home life: The doctor may ask about some information about the family.

Questionnaires: The doctor may have the child; family members or teachers answer written questions. The kid may be asked to take tests to identify reading and language abilities.

Vision, hearing and brain (neurological) tests: These can help determine whether another disorder may be causing or adding to the child's poor reading ability.

Psychological testing: The doctor may the child questions to better understand his/her child's mental health. This can help determine whether social problems, anxiety or depression may be limiting the child's abilities.

Testing reading and other academic skills: The child may take a set of educational tests and have the process and quality of reading skills analyzed by a reading expert. (Research, 1998-2020)

2.2 CONCLUSION:

According to the points raised throughout this paper, the thesis statements presented in the introduction could be prove since I achieve my aims and get essential information to be prepared and to know how to get along in a class with a student with dyslexia. However, to deal with it, teachers need to be able to take into consideration all the necessary factors that have an impact on skills such as, reading, writing, or using symbols, so that they can identify and help them to feel part of the classroom and can achieve a successful development in the course.

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