

FAMILIES SHARE WHAT TO EXPECT (MAYBE!) ON YOUR DYSLEXIA JOURNEY IN ELEMENTARY SCHOOL

Navigating dyslexia is a journey not just for kids but for parents as well. It is always helpful to have more information than not to help guide us. This following chart was created by families who have a child in elementary school with dyslexia to provide ideas to other families who are seeking ways to support their child. Many of the ideas below we tried with our own children and shared with each other. It is not a fully exhaustive list but an ever-evolving list of what has helped our children. We realize that each child has a unique learning profile just like their personalities and their life experiences. Many children identified with dyslexia also have related executive functioning challenges which are reflected in this chart.

For more information about grade level development, please see this link from Chip Wood pg 2-4 - [Yard Sticks Grade Level Development](#)

POTENTIAL INDICATORS	PRE-K AGE 3-5	K-2 AGE 5-8	GRADE 3-5 AGE 8-11
POTENTIAL INDICATORS	<p>May talk later than most children.</p> <p>May have difficulty pronouncing words, i.e., busgetti for spaghetti, mawn lower for lawn mower.</p> <p>Struggles to name familiar items.</p> <p>May have difficulty with rhyming.</p> <p>Difficulty following multi-step directions.</p> <p>Avoids reading and makes excuses to not read</p> <p>Eye rubbing, eye strain/pain and headaches when reading</p> <p>Oftentimes displays strong oral comprehension skills.</p>	<p>Has trouble learning letter names and remembering the sounds they make.</p> <p>Often confuses letters that look similar (<i>b, d, p, q</i>) and letters with similar sounds (<i>d/t, b/p; f/v</i>).</p> <p>Struggles to read familiar words (like <i>cat</i> or <i>the</i>), especially if there aren't pictures.</p> <p>Substitutes words when reading aloud, like saying <i>house</i> when the story says <i>home</i>.</p> <p>Has trouble hearing the individual sounds in words and blending sounds to make a word.</p> <p>Has trouble remembering how words are spelled and applying spelling rules in writing.</p> <p>Avoids reading but oftentimes displays strong oral comprehension skills.</p>	<p>Confuses or skips small words like <i>for</i> and <i>of</i> when reading aloud.</p> <p>Has trouble sounding out new words and quickly recognizing common ones.</p> <p>Struggles to explain what happened in a story or answer questions about key details.</p> <p>Frequently makes the same kinds of mistakes, like reversing letters.</p> <p>Has poor spelling; may spell the same word correctly and incorrectly in the same exercise.</p> <p>Avoids reading whenever possible or gets frustrated or upset when reading.</p> <p>Frustration with writing and getting thoughts on paper.</p> <p>Struggles with learning math facts, sequencing word problems, and computational skills.</p> <p>Highly creative and visual.</p> <p>Gifted storyteller.</p> <p>Shows early signs of innovative problem solving skills and strengths in special reasoning</p>

POTENTIAL CO-OCCURRING CONDITIONS (NOT ALL INCLUSIVE)	ADHD	<p>Displays extreme impatience with others.</p> <p>Difficulty waiting their turn when playing with other children.</p> <p>Interrupting when others are talking.</p> <p>Blurting out comments at inappropriate times.</p> <p>Has difficulty controlling their emotions.</p> <p>Is prone to outbursts.</p>	<p>Appears to be daydreaming.</p> <p>Inability to finish certain tasks.</p> <p>Easily distracted by noises, sights, and own thoughts.</p> <p>Difficulty waiting in line.</p> <p>Challenges with shifting tasks.</p> <p>Challenges with emotional control and impulses.</p>	<p>Challenges with organization and keeping track of schoolwork.</p> <p>Loses or forgets personal items.</p> <p>Challenges with flexibility.</p> <p>Can hyper-focus on specific enjoyable tasks.</p> <p>Creative and innovative problem solver.</p> <p>Improved regulation around emotional control and impulsivity.</p>
	DYSCALCULIA	<p>Challenges with counting.</p> <p>Struggles with subitizing and understanding quantities.</p>	<p>Number sense weakness.</p> <p>Challenges with remembering math facts.</p> <p>Challenges with computational math.</p> <p>Challenges with understanding place value.</p>	<p>Growing aversion and dislike for math.</p> <p>Growing anxiety around math.</p> <p>Challenges with sequencing in multistep word problems.</p> <p>Ongoing challenges with math fact recall.</p> <p>Challenges with understanding place value.</p>
	DYSGRAPHIA		<p>Struggles with pencil grip.</p> <p>Avoids written tasks.</p> <p>Trouble forming letters, spacing, and understanding lower and upper case letters.</p> <p>Easily fatigues when writing.</p>	<p>Illegible handwriting.</p> <p>Trouble thinking of words to write.</p> <p>Omitting or not finishing words in sentences.</p> <p>Phonetic spelling.</p>
ACCOMMODATIONS			<p>504 or IEP plan to provide extended testing time.</p> <p>Modified assignments with less visual clutter.</p> <p>Examples of work included in assignments.</p> <p>Multi-sensory approach to learning.</p> <p>Identify strength (storytelling, drawing, athleticism, math, music etc...) and ensure those strengths are highlighted in class when possible.</p>	<p>Online STAAR testing with all needs and preferences selected.</p> <p>Organizational system (color coded folders, for example) to keep track of assignments.</p> <p>Using lists or daily planner.</p>

INTERVENTIONS	<p><u>AISD:</u> Pre-Take Flight SRA</p> <p><u>At home:</u> Peasyread/Easyread Number sense-based activities and games (Ronit Bird website)</p>	<p><u>AISD:</u> SRA & Pre-Take Flight Take Flight Voyager Passports Math Fact Fluency Program</p> <p><u>At Home:</u> Easyread Structured Word Inquiry Cursive Writing Handwriting without Tears Math Games & Strategies</p>	<p><u>AISD:</u> Take Flight Rewards Voyager Passports Math Fact Fluency Program</p> <p><u>At Home:</u> Easyread Structured Word Inquiry Cursive Writing Keyboarding (TTRS) Math Games & Strategies Times Tales (multiplication)</p>
	SEL		<p>Frustration, fear and anxiety related to not being able to read as well as peers.</p> <p>Learned/chronic helplessness.</p> <p>Avoidance behaviors/misbehaviors.</p> <p>Difficulty with working memory.</p>

Children’s experience with dyslexia vary greatly and indicators, co-occurring conditions, and SEL impacts differ among students.