

Presenter Guide

Dyslexia Awareness Module, Part 1: What is dyslexia?

Purpose: To assist participants in understanding what dyslexia is and is not.

Goals: Participants will:

- Create a definition of dyslexia targeted toward informing families
- Determine false information about dyslexia
- Define issues that may affect different deficits of dyslexia

Time: Approximately 35 minutes

Format: In-person (or adapted for synchronous online)

Structure: PowerPoint presentation and activities

Slide 1: Introduction (5 minutes) whole group

- Introduce topic, purpose, and goals
- Ask participants to write their own definitions of dyslexia and set aside

Slide 2: Whole group (3 min)

- View and discuss infographic (slide 2). What can we learn from this?

Slide 3: Whole group (2 min)

- Participants read slide 3 (definition) individually, one person reads aloud

Slides 4-5: Deconstruct definition (10 min)

- In-person or online using break-out rooms, individual or group
- Use prepared, numbered sentence strips of components of the definition as below and on Slide 5, or assign one (or more depending on size of group) piece of the definition, by number
- Participants translate part(s) of the definition in their own words—what does it actually mean?
- Participants share to larger group, in order, as below:

1. *Dyslexia is a specific learning disability*
2. *that is neurological in origin.*



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3. *It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.*
4. *These difficulties typically result from a deficit in the phonological component of language*
5. *that is often unexpected*
6. *in relation to other cognitive abilities*
7. *and the provision of effective classroom instruction.*
8. *Secondary consequences may include problems in reading comprehension*
9. *and reduced reading experience*
10. *that can impede growth of vocabulary and background knowledge.”*

Side 6: Introduce new sub-topic: particular deficits in those with dyslexia (1 min)

Slide 7: Phonological deficits (3 min)

- Participants offer ideas of what they might see in the classroom to signal these issues

Slide 8: Naming speed deficits (3 min)

- Participants offer ideas of what they might see in the classroom to signal these issues

Slide 9: Both phonological and naming speed deficits, also known as “Double-Deficit” dyslexia (3 min)

- Discuss: Why would those who experience this type be called “treatment resisters”?
- NOTE: Typical instruction for dyslexic students targets phonology. Those with combined type dyslexia need instruction that carefully targets automaticity. Even then, rate may always be problematic.

Slide 10: Activity, Two Truths and a Lie (5 minutes)

- In person can be played in teams or whole group, use poll (PollEverywhere or other polling tool), or simply use PPT slides.
- Online can be done in breakout rooms or whole group; platforms like Zoom have polling options.
- If time allows, use time that participants are working in groups to develop questions using any misconceptions in their original definitions.



Slide 11: Wrap up (3 minutes)

- Participants return to their own definition of dyslexia and revise if needed to create an understandable definition that would be appropriate for families.

Presenter resources for further understanding:

University of Michigan:

<http://dyslexiahelp.umich.edu/professionals/learn-about-dyslexia/what-dyslexia>

Understood.org:

https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/different-types-of-dyslexia?gclid=EAIaIQobChMIzor5rInj6AIVxpyzCh3ckwA7EAAAYASAAEgIb7_D_BwE

Edublox:

<https://www.edubloxtutor.com/different-types-dyslexia/>

TedEd provides a great 4.5minute video, titled “What is dyslexia?”:

<https://www.youtube.com/watch?v=zafiGBrFkRM>



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