



## **Some Possible Signs and Helpful Information about Dyslexia**

- Delayed speech and “baby” talk
- Struggle connecting the letter and the letter sound.
- Cannot create rhyming words
- Family history of dyslexia
- Great difficulty with spelling
- Number and letter reversals continuing past first grade
- Great difficulty learning cursive
- Slow, non-automatic handwriting that is difficult to read
- Slow, inaccurate, and choppy reading: - guesses based on shape or context - skips or misreads prepositions (at, to, of)
- Ignores suffixes
- Cannot sound out unknown words and guesses at words
- Reading error that has no connection to the letters/sounds on the page – “puppy” for “dog” etc.
- No strategy for reading a new word
- Can't remember high frequency or unexpected sounding words (they, were, does) or homonyms, homophones etc. (their, they're, and there)
- Difficulty in telling time (on a clock that has hands)
- Difficulty with math - memorizing multiplication tables - memorizing a sequence of steps – directionality.
- When speaking, difficulty finding the correct word - lots of “whatyamacallits” and “thingies” - common sayings come out slightly twisted
- Cannot keep bedroom, backpack, or desk clean and organized
- Struggles with reading seem unexpected in relation to intelligence.
- He/She does not want to/or dreads going to school - complains of being sick all the time.
- Older students or adults: Rarely will read for pleasure
- Older students or adults: struggling learning a foreign language

This is not an all-exhaustive list, but if your kiddo has any of these it would be recommended to seek further assistance in what can be most helpful for your child moving forward.

**Definition of Dyslexia on next page**



Susan's Learning Connection LLC  
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**Dyslexia (as defined by the IDA – International Dyslexia Association)** – Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Dyslexia is the most common learning difference in the United States – affecting approximately 1 in 5 people.

*Common Myth: You just need to wait until your child is older and they will read.*

**Truth:** Reading will only get better with a change to appropriate, explicit, direct, systematic instruction, such as the Orton Gillingham Approach.

A student in fourth grade who is just getting help will have a much harder time than a student in kindergarten or first grade.

If you are concerned reach out and let's talk. I'd love to help you empower your child to soar with reading!

*Susan Clabaugh*

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*Let's Talk*



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