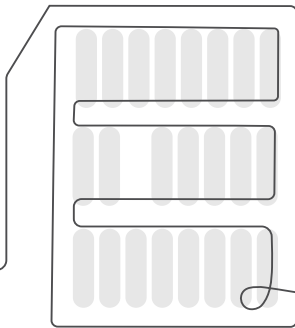


Dyslexia

Fact vs. Fiction



Amplify.

The real deal about dyslexia.

Amplify.

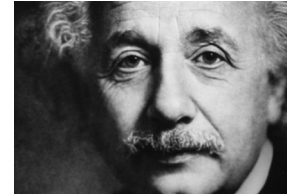
You may recognize many of these people but do you know which of the following are said to have dyslexia or had dyslexia in their lifetime?



Ozzy Osbourne



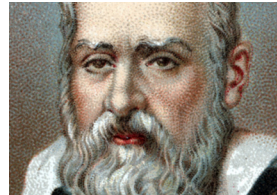
Erin Brockovich



Albert Einstein



Tim Tebow



Galileo Galilei



Alyssa Milano

Amplify.

All of them!

They are all said to have, or had, dyslexia. Of course, we don't really know exactly what Galileo had—dyslexia wasn't defined as such until at least the 1880s—and let's just say that Alyssa Milano's teachers knew much more about the topic than his did. However, despite tremendous advances in scientific understanding and educational strategies, myths and untruths about dyslexia persist. Let's take a moment to separate dyslexia fact from fiction, and you'll see the real truth: it is definitely possible to make sure that all the students in your class can read and succeed.

Amplify.

True or false?

Dyslexia is a visual problem. Its hallmark symptom is reversing letters (and numbers), as in “b” versus “d.”



Amplify.

FALSE!

Dyslexia is primarily an issue of *phonological processing*, or the ability to analyze speech or spoken language. Students with dyslexia might have difficulty with reading because they struggle to match letters with the sounds those letters make.

For example, imagine reading the sentence below when the wrong sound is associated with a symbol.

e=a

H a s e w e b i g b r o w n

b a e r .

Students with dyslexia might reverse letters, but so do students without dyslexia. In fact, letter reversal is common and demonstrated by all types of students when they are first learning.

Amplify.

True or false?

It is possible to identify students with signs of dyslexia even before they learn to read.



Amplify.

TRUE!

Some clues for and signs of dyslexia may emerge even before children start school. According to the International Dyslexia Association (IDA), it is not only possible but crucial to identify potential reading problems in students early, rather than “waiting for them to fail.”

IDA stresses the importance of early identification of reading difficulties to provide students the support they need, close gaps, and prevent further difficulty.

Amplify.

True or false?

Students with dyslexia will never be able to read on grade level.

Amplify.

FALSE!

Students with dyslexia may have difficulty with fluency and other reading skills, but with early intervention, targeted supports, and a flexible curriculum, these students can certainly succeed at reading—and across academic subjects.

Amplify.

True or false?

Students with dyslexia just need more time to learn to read.



Amplify.

FALSE!

It may take students with dyslexia more time to learn to read, but this time must be spent in high quality, research-based instruction. In fact, a recent study at the University of Washington showed that only eight weeks of specialized instruction strengthened neural circuitry—and improved reading performance.

Amplify.

True or false?

Since people with dyslexia read more slowly, they also think more slowly.



Amplify.

FALSE!

Dyslexia has nothing to do with a student's ability to think fast or creatively. It also has nothing to do with intelligence. Dyslexia can affect students who are struggling, performing on grade-level, more advanced, and anywhere in between.

Amplify.

True or false?

Students with dyslexia can succeed using the same texts and curricula as their classmates.

Amplify.

TRUE!

With proper differentiated supports for those with (or with signs of) dyslexia, everyone in your class can share the same materials—and become a learning, reading community.

Amplify.

So how did you do?

Maybe you answered everything correctly and are an expert when it comes to dyslexia, or maybe you've been around the block a few times but still have a thing or two to learn, either way you are probably asking yourself:

“So what's next? What can I do for my students?”

Amplify.

Amplify's **mCLASS** is a solution that can both flag reading risk and difficulties associated with dyslexia and, with differentiated supports, help everyone in your class use the same curriculum.

Amplify.

With **mCLASS** you will be able to easily answer:

1. Which students are on track?
2. Which students are at risk for having trouble with reading?
3. Which students are at risk for dyslexia?

Amplify.

That is the power of mCLASS.

Amplify.

Simply send an email to
mclass@amplify.com and we'll
help you unlock the power of
mCLASS for your classroom.

Amplify.