




Supporting Dyslexia at Home: Strategies for parents to help their children thrive.


STISD
November, 2024






Cheryl Ann Chase, PhD
Clinical Psychologist
Cleveland, Ohio
ChasingYourPotential.com

Facebook: <https://business.facebook.com/ChasingYourPotential/>
Or: Cheryl Chase
Twitter: @DrCherylChase




This presentation and handout are intended for personal use only and may not be distributed or re-presented without author consent.


www.chasingyourpotential.com



Dyslexia




ADHD





Slidebooks

Check out the helpful information in these slidebooks which cover topics like ADHD and executive functioning.



www.chasingyourpotential.com






 THE DYSLLEXIA HANDBOOK


 2021 Update

 Went into effect February 10, 2022.

https://tea.texas.gov/sites/default/files/19_0074_0028-1_2021.pdf




 www.chasingyourpotential.com

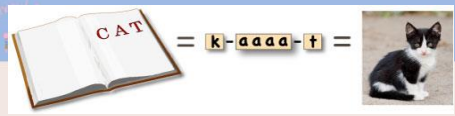


 "Dyslexia" - a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.

 • TEC §38.003(d)(1)-(2) (1995)




 www.chasingyourpotential.com




 • When reading, your brain has to connect letters with sounds and put those sounds together in the right order.

 • Then it has to help you put letters, words, and paragraphs together in ways that let you read them quickly and understand what they mean.

 • It also has to connect words and sentences with other kinds of knowledge so – when you see "c-a-t" on a piece of paper, your brain doesn't just have to read the word "cat," it also has to make the connection that "cat" means a furry, four-legged animal that meows.





 www.chasingyourpotential.com



- Before words can be identified, understood, stored in memory, or retrieved from it, they must first be broken down into phonemes by the neural machinery of the brain.

www.chasingyourpotential.com







PHONEME

- A phoneme is the smallest unit of sound in a language that makes a difference in its meaning.
- English has 44 phonemes
- Mexican Spanish – 30 (from my brief search)
- Words are made up of strings of phonemes
- big dig bug bin
- Phonemic awareness is the ability to identify, think about, or manipulate the individual sounds in words

www.chasingyourpotential.com






English is hard! There are 1100 graphic representations for the 44 sounds. The /k/ sound for example has 5 different graphic representations:

- C (cat, elect, frolic)
- K (kiss, skim, crook)
- -ck (back, luck)
- -ch (Chemistry, chord)
- -que (opaque, mosquito)

www.chasingyourpotential.com



Phoneme Awareness

- BUT in children with dyslexia, the phonemes are less well developed. Think of such a phoneme as a child's carved letter block whose face is so worn that the letter is no longer prominent. As a consequence, such children when speaking may have a hard time selecting the appropriate phoneme and may instead retrieve a phoneme that is similar in sound:
- Ocean (oops) – meant lotion
- Emeny (oops) – meant enemy


www.chasingyourpotential.com



Phoneme Awareness

Dyslexics have difficulty developing an awareness that spoken and written words are comprised of these phonemes or building blocks.

www.chasingyourpotential.com




Phoneme Awareness

DYSLEXIA IS ...

- NOT** A VISUAL PROBLEM
- NOT** A LACK OF INTELLIGENCE
- NOT** DUE TO LACK OF EFFORT
- NOT** A DEVELOPMENTAL LAG
- NOT** UNCOMMON
- NOT** RESPONSIVE TO STANDARD READING INSTRUCTION

www.chasingyourpotential.com





Not all disorders of reading are dyslexia. Can have comprehension disorder, fluency disorder.

Not all learning disorders are dyslexia.

Not all who appear to struggle to read are dyslexic.



www.chasingyourpotential.com



So, what can a "parent" do to help?



www.chasingyourpotential.com



"A child with dyslexia is in need of a champion, someone who will be his support and his unflinching advocate; his cheerleader when things are not going well; his friend and confidant when others tease and shame him; his advocate who by actions and comments will express optimism for his future. Perhaps most important, the struggling reader needs someone who will not only believe in him but will translate that belief into positive action by understanding the nature of his reading problem and then actively and relentlessly working to ensure that he receives the reading help and other support he needs."

Shaywitz, S. *Overcoming Dyslexia* p 173



www.chasingyourpotential.com




Be the parent/caregiver first.

Be their safe place.
Their safety net.
Their safe place to land.



www.chasingyourpotential.com




1. Secure an evaluation you trust and understand.


- <https://dyslexiaida.org/evaluating-professionals/>
- <https://dyslexiaida.org/dyslexia-assessment-what-is-it-and-how-can-it-help-2/>

Strengths? Weaknesses? Recommendations for school and home? Referrals – ask for names of people the evaluator trusts. (Credentials – are they familiar with or members of IDA.)

Ask questions. Ask for recommendations. And if reading is hard for you, ask the evaluator to provide a detailed feedback and ask to record it and bring a trusted friend.



www.chasingyourpotential.com




2. Secure the right kind of remediation! Maybe school, maybe privately, maybe a blend of both.

<https://dyslexiaida.org/effective-reading-instruction-for-students-with-dyslexia/>

Structured Literacy – explicitly teach the child about the structure of language and the sound-symbol relationship.

AND ASK! The practitioner has to be experienced.




www.chasingyourpotential.com

10 Essential Strategies for Dyslexia

3. Work with the school to secure accommodations
 "Remediate the phonologic weakness and access the higher-level thinking and reasoning strengths (through accommodation)." – Shaywitz, S. OD 172


- <https://dyslexiaida.org/accommodations-for-students-with-dyslexia/>
- [Overview of Instructional and Assistive Technology: Critical Tools for Students Who Struggle - International Dyslexia Association \(dyslexiaida.org\)](#)

www.chasingyourpotential.com 

10 Essential Strategies for Dyslexia

Accommodations Involving Materials


- Use audiobooks (e.g., Bookshare, Learning Ally)
- Use a tape recorder or Livescribe pen for note-taking
- Clarify or simplify written directions
- Present a small amount of work at a time
- Block out extraneous stimuli
- Highlight essential information
- Provide a glossary in content areas
- Use word banks on tests
- Provide a list of commonly misspelled words

www.chasingyourpotential.com 

10 Essential Strategies for Dyslexia

Accommodations Involving Interactive Instruction

- Use explicit teaching procedures (e.g., advanced organizers, guided practice, corrective practice)
- Repeat directions
- Encourage students to explain directions in their own words
- Break down steps for clarity
- Simplify instructions
- Read directions aloud to/with students
- Use picture directions or lists
- Maintain consistent daily routines
- Provide copies or outlines of lecture notes
- Use graphic organizers to support learning
- Combine verbal and visual information simultaneously
- Write key points on the chalkboard
- Emphasize daily review

www.chasingyourpotential.com 

Accommodations Involving Student Performance

- Change the response mode (e.g., oral responses, typed responses)
- Provide an outline of the lecture
- Encourage the use of graphic organizers
- Place the student close to the teacher for support
- Encourage use of an assignment book or calendar to track tasks
- Reduce copying by including information on handouts or worksheets
- Use cues to highlight important information
- Design hierarchical or step-by-step worksheets
- Allow use of instructional aids (e.g., letter strips, word walls)
- Display work samples as models
- Use peer-mediated learning and note-sharing
- Offer flexible work times and breaks
- Provide additional practice opportunities
- Use assignment substitution or adjustments as needed

www.chasingyourpotential.com

4. Use Audiobooks and Text-to-Speech Software

- **Why it helps:** Audiobooks and text-to-speech tools can help children with dyslexia access content they may find challenging to read.
- **How to do it:** Look for books in audio format, or use tools like Google Read&Write or Natural Reader. Let your child listen to the book while following along with the text to reinforce word recognition and comprehension.

www.chasingyourpotential.com

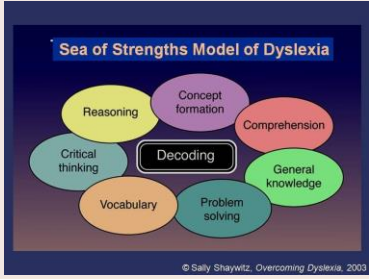
5. Practice Reading Aloud Together

- **Why it helps:** Reading aloud helps children build confidence and fluency while improving decoding skills.
- **How to do it:** Set aside time each day to read together. You can take turns reading aloud, or you can model reading and let your child follow along. Start with books that match their interests and reading level to make it enjoyable.

www.chasingyourpotential.com



6. Identify and nurture strengths!



© Sally Shaywitz, Overcoming Dyslexia, 2003



www.chasingyourpotential.com



- Give them opportunities to try lots of things – sports, music, art, scouts, volunteering, part-time jobs, a pet, etc.
- Try non-competitive things
- Don't sacrifice these because of homework or low grades. Balance is key.
- Chores, helping at home. Don't fight over it but it gives them a sense of worth and agency.



www.chasingyourpotential.com



7. Monitor social-emotional well being.

- Watch for changes in eating, sleeping, desire to do what they used to enjoy
- Praise Praise Praise effort; relish effort
- Be sure they have balance – do NOT withhold from sports, scouts, etc because of grades, etc.
- DO NOT keep in from recess to finish work
- DO NOT compare to siblings or others in class
- Lighten load! Homework, classes, etc
- College student? 5 year plan maybe? Summers?
- <https://dyslexiaida.org/dyslexia-and-resilience-in-adults-a-psychologists-perspective/>



www.chasingyourpotential.com

8. Address comorbidities.....

- Working memory
- Attention
- Other language issues
- Dysgraphia
- [Attention-Deficit/Hyperactivity Disorder \(AD/HD\) and Dyslexia - International Dyslexia Association \(dyslexiaida.org\)](#)
- [Working Memory: The Engine for Learning - International Dyslexia Association \(dyslexiaida.org\)](#)


www.chasingyourpotential.com

9. Keep a lifespan prospective (Shaywitz book)

- Treatments, strategies, interventions change over time.
- Interventions may be needed - and are available - across the lifespan! College, career, licensing tests, etc.
- [Adolescents and Adults with Dyslexia - International Dyslexia Association \(dyslexiaida.org\)](#)
- [APPLYING FOR ACCOMMODATIONS ON COLLEGE ENTRANCE TESTS - International Dyslexia Association \(dyslexiaida.org\)](#)
- [APPLYING FOR ACCOMMODATIONS ON GRADUATE SCHOOL ENTRANCE TESTS - International Dyslexia Association \(dyslexiaida.org\)](#)
- [Transitioning from High School to College - International Dyslexia Association \(dyslexiaida.org\)](#)

www.chasingyourpotential.com

10. Take care of yourself. Get support. Find your tribe.



Parents of children who have invisible special needs often feel isolated judged & frustrated until they meet other parents sharing a similar journey

by Susan Zednik - Parents Supporting Parents

www.chasingyourpotential.com



