



**PART ONE**  
**DYSLEXIA & ADHD**  
**Strategies and**  
**Supports**  
**for Parents**

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# The Truth About Reading Challenges (Dyslexia)

**Myth #1: Dyslexia is primarily a visual problem.**

**Myth #2: Reading and writing letters backwards means your child has dyslexia.**

**Myth #3: Dyslexia goes away once your child learns to read.**

**Myth #4: Dyslexia is caused by lack of interest in reading and/or poor phonics instruction.**

**Myth #5: Dyslexia is caused by low intelligence.**



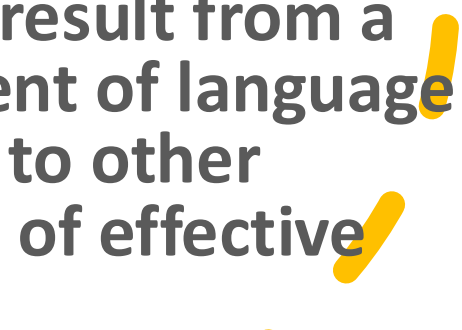
# Simple & Revised Definition

## Simple Definition

**Dyslexia is an inherited condition that makes it extremely difficult to read, write, and spell in your native language—despite at least average intelligence.**

## Revised Definition from the 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.”**



## Specific Learning Disability

**Dyslexia\*Dysgraphia\*Dyscalculia**

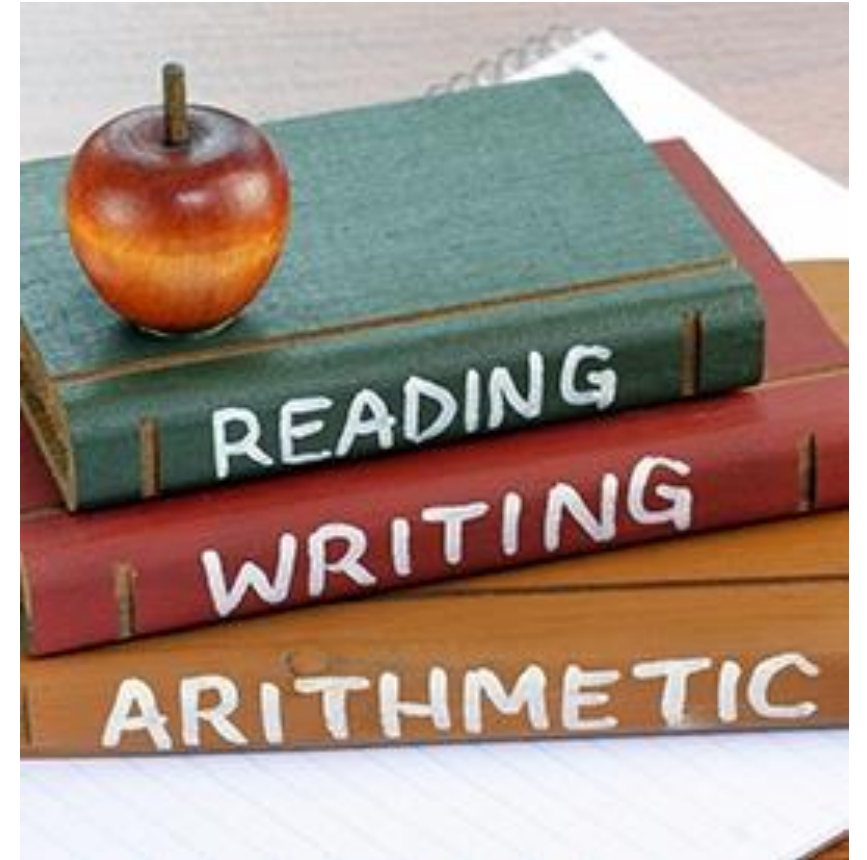


# SPECIFIC LEARNING DISABILITY SLD

A specific learning disability (SLD) is a disorder that affects a child's ability to process information and learn in specific academic areas, such as reading, writing, or math.

It is not due to a lack of intelligence, and manifests differently in individuals, with common conditions including dyslexia (reading), dyscalculia (math), and dysgraphia (writing).

ADHD and dyspraxia (motor coordination) are also neurobiological disorders.



## Typical Brain / Dyslexic Brain comparison

Typical



● Broca's area, Inferior frontal gyrus  
(articulation/word analysis)

● Parieto-temporal  
(word analysis)

● Occipito-temporal  
(word form)

Dyslexic



● Broca's area, Inferior frontal gyrus  
(articulation/word analysis)

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People with dyslexia have a dominant or broader right hemisphere in their brains than those of typical readers.

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This may be one reason adults & children diagnosed with dyslexia often have significant strengths in areas controlled by the right side of the brain.



# Strengths.....

artistic, athletic, and mechanical gifts

3-D visualization ability

musical talent

creative problem solving skills:  
good problem solvers

intuitive people skills and high  
levels of empathy

# Diagnosed With Dyslexia

*Pablo Picasso\*Steve McQueen\*Muhammad Ali\*Winston Churchill\*John Lennon\*Steve Jobs\*Caitlyn Jenner\*Princess Beatrice\*Walt Disney\*Leonardo da Vinci\*Tommy Hilfiger\*Salma Hayek\*Keanu Reeves\*Tom Cruise\*Albert Einstein\*Stephen Hawking\*Cher\*Robin Williams\*Jennifer Aniston\*Agatha Christie\*Steven Spielberg\*Anthony Hopkins\*Whoopi Goldberg\*John Travolta\*Henry Winkler\*The Wright Brothers\*Henry Ford\*Bill Gates\*Dustin Hoffman\*Magic Johnson*

# Reading Challenges for Students Diagnosed with a Specific Learning Disability in Reading.

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Difficulty with Decoding (Word-Analysis Skills)

Possible difficulties include rhyming, segmentation (the skill of breaking a word into its individual sounds), blending, and isolating sounds.

Difficulty Learning Sight Words (Non-Decodable Words)

Difficulty learning & recognizing sight words with automaticity.

Although the English language contains millions of words, approximately 50% of text is composed of the first 100 high frequency words.

Poor Reading Fluency (accuracy, rate, & expression)

Difficulty decoding unfamiliar words along with limited sight word recognition will highly impact reading fluency.

*A child knowing the first 100 high frequency words will know approximately 50%-70% of children's literature.*

# Sight Words vs. Decodable Words

Sight words need to be memorized. Most sight words cannot be decoded (the, would, laugh, said).

Decodable words can be sounded out and blended (sat, chin, clam, grab).

Teaching, Learning,  
& Loving



## Sight Words at Home Helpful Hints & Reminders for Parents

- *High frequency and low-meaning words, most of which cannot be sounded out and thus must be memorized by sight (enough, said, of, these, are, here).*
- *Teachers will use general education high-frequency lists or Frys. Practice daily at home.*
- ***Helpful for students to hear the word, see the word, write the word.***

# Reading Fluency

*Typical Kinder students need to see a word 4-10 times to learn it by sight.*

*Some students diagnosed with dyslexia may need to see the word 30 times (with comorbidity).*

*Fluent readers read aloud effortlessly.*

*Non-fluent readers read word-by word (choppy).*

*Non-fluent readers have tremendous difficulty accessing meaning (reading comprehension).*

*“Reading to Learn” becomes extremely frustrating without fluency*

# Best Practices to Help at Home with Reading Fluency

- **Practice Reading Fluency Every Night if Possible.**
- **Take Turns Reading Aloud (make sure your child follows along when you are reading).**
- **Best strategy. Reread until the Passages are Read with Fluency (not choppy).**
- **Reading Homework Assignments Together.**
- **Have Your Child Read Aloud Their Own Essays (especially in middle and high school).**

# The Importance of Reading Aloud

**Although this may seem to be nothing more than a fun pastime, reading aloud to your child or adolescent supports the development of reading skills and continues to provide benefits well beyond the early years of school. Audio books are useful in their own way, but reading aloud has particular value because it is interactive.**



## ***Social and Emotional Challenges Related to Reading Difficulties***

### ***What might a child or adult with dyslexia feel or experience?***

- **Anxiety**-Having anxiety related to reading is reported by both children and adults with reading difficulties (dyslexia).
- **Frustration**-Many children and adults with learning differences may develop emotional problems caused by frustration with school and learning to read. Social scientists have frequently observed that frustration may produce anger.

# *Anxiety & Learning Challenges*

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- **The anticipation of possible failure when asked to read or spell can provoke anxiety and fear.**
- **There has been substantial research on the emotional aspects of dyslexia. Research on preschoolers with dyslexia revealed that most appeared well adjusted. However, in some cases, emotional problems may develop when early reading instruction becomes challenging.**
- **Possible behavior issues may be observed when reading instruction begins in kindergarten and 1st grade.**

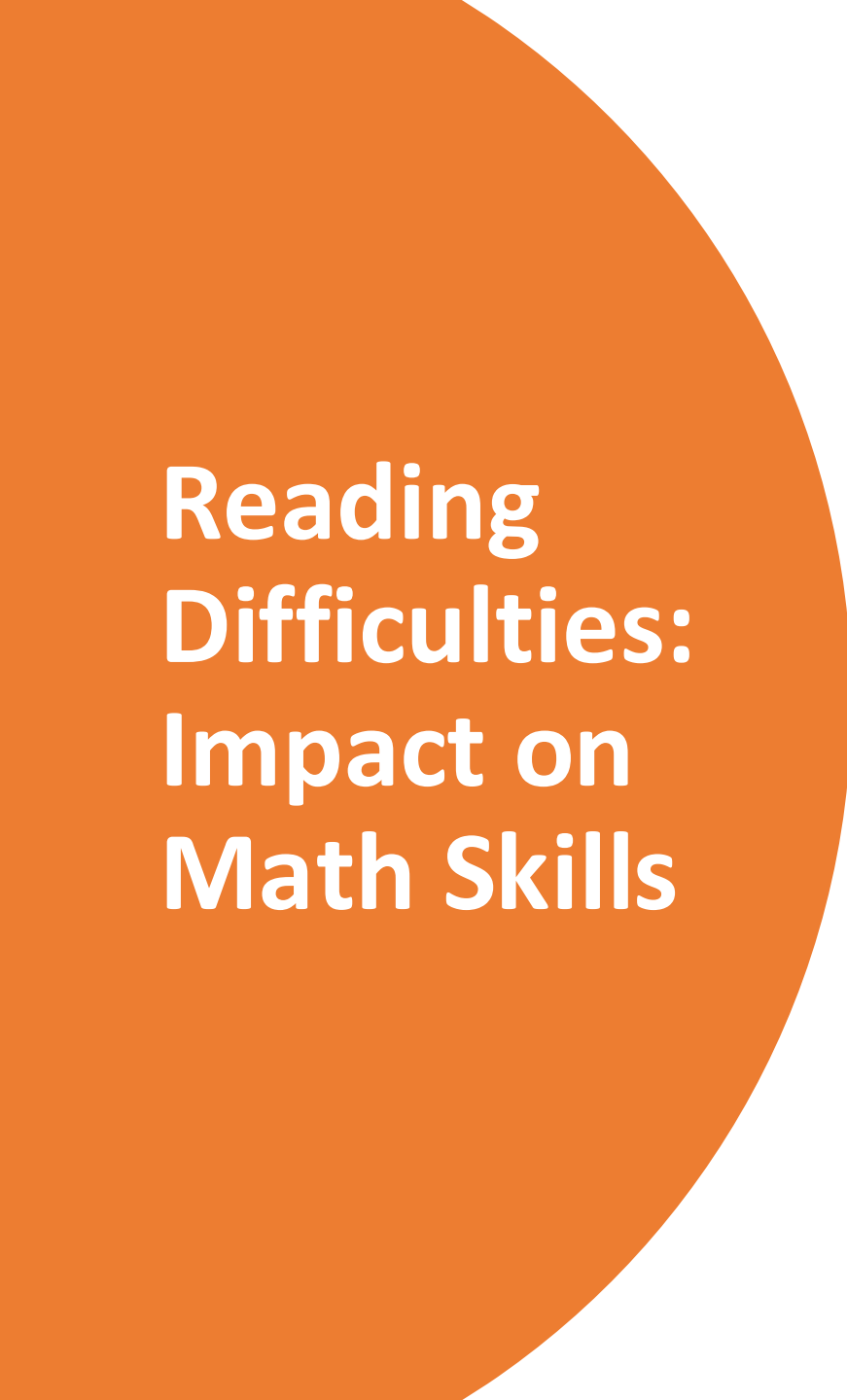


# How Reading Challenges Affect Writing Skills

**Reading difficulties can affect writing skills through challenges with spelling, grammar, sentence structure, and organization, as well as slow writing speed and potentially messy handwriting (primarily due to ADD).**

**Writing can be a slow and frustrating process, as the effort of decoding and spelling words overshadows the ability to organize thoughts and express ideas fluently.**




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# Reading Difficulties: Impact on Math Skills

***Reading challenges can affect math skills, primarily by impacting language-based and memory-related difficulties.***

***Reading Word Problems, Memorizing Facts, Following Sequences, and Organizing Problems (even if they have good number sense).***

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# DYSLEXIA & ADHD: Strategies & Supports for Parents

## Part Two: February 24, 2026

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Accommodations vs. Modifications	Accommodations Make the Playing Field Equal	At Home Accommodations	How Parents can help with Organization
Comorbidity with ADHD Working Memory	Understanding ADHD/Types of ADHD	Positive Strengths & Attributes	Interventions
	Effects on Family (Dyslexia, ADHD, or any Disability)	At-Home Discipline & Communication	

**Questions???**

**And Always Remember...**

**PRAISE & CELEBRATE STRENGTHS!**

