

Fast Facts

Dyslexia

- Affects the areas of the brain that process language
- When an individual has difficulty reading because they have a hard time identifying speech sounds and how they relate to letters and words (decoding)
 - Most people with dyslexia have normal intelligence and vision
 - Seems to be genetically linked because it often runs in families
- Environmental factors do play a role, such as premature birth, low birth weight, exposure to nicotine/alcohol/drugs/infection during pregnancy causing an alteration in fetal brain development, and individual differences in the parts of the brain that enable reading

| <i>Symptoms</i> | <i>Treatment</i> | <i>Prevention</i> |
|--|--|--|
| <p><i>Before School:</i></p> <ul style="list-style-type: none"> -Late talking -Learning new words slowly -Problems forming words correctly (ex. reversing sounds in words or confusing words that sound alike) -Problems remembering or naming letters/numbers/colors -Difficulty learning nursery rhymes or playing rhyming games. <p><i>School-Aged:</i></p> <ul style="list-style-type: none"> -Reading well below the expected level for age -Problems processing/understanding what is heard -Difficulty finding the right word/ forming answers to questions -Problems remembering the sequence of things -Difficulty seeing (and occasionally hearing) similarities/differences in letters/words -Inability to sound out the pronunciation of an unfamiliar word -Difficulty spelling -Spending an unusually long time completing tasks that involve reading/writing | <p><i>Focus:</i></p> <ul style="list-style-type: none"> -Learning to recognize/use the smallest sounds that make up words (phonemes) -Understanding that letters/strings of letters represent these sounds/words (phonics) -Comprehending what is being read -Reading aloud to build reading accuracy/speed/expression (fluency) -Building a vocabulary of recognized/understood words <p><i>School:</i></p> <ul style="list-style-type: none"> - Individualized Education Plan (IEP) -Various techniques relating to hearing, vision, and touch to improve reading skills <p><i>Home:</i></p> <ul style="list-style-type: none"> -Quiet, organized space for child to study -Designated study time -Read aloud to them starting when they're infants -Encourage reading time -Limiting screen time -Setting a good example by taking time each day to read yourself -Be supportive by praising their talents/strengths -Talk to your child about their condition | <ul style="list-style-type: none"> -If pregnant, avoid anything that increases risk of child developing dyslexia -Seek early intervention to prevent long-term complications |

-Avoiding activities that involve reading.

Teens/Adults:

- Difficulty reading (including reading aloud)
- Slow/labor-intensive reading/writing
- Problems spelling
- Avoiding activities that involve reading
- Mispronouncing names/words
- Problems retrieving words
- Trouble understanding jokes/expressions that have a meaning not easily understood from the specific words (idioms)
- Spending an unusually long time completing tasks that involve reading/writing
- Difficulty summarizing a story
- Trouble learning a foreign language
- Difficulty memorizing
- Difficulty doing math problems

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