



Is your child struggling in school?

Poor spelling and slow reading
are symptoms of dyslexia.

What is Dyslexia?

MN Statute 125A.01 states, "Dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent recognition of words 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 the growth of vocabulary and background knowledge.

Where Can I Find More?

Minnesota Statutes related to dyslexia:

(2015) Dyslexia definition, MN Statute 125A.01 ^[1]_[SEP]

(2016) Districts must report a summary of the district's efforts to screen and identify students with dyslexia, MN Statute 120B.12 ^[1]_[SEP]

(2016) Dyslexia Specialist hired at MDE, MN Statute 120B.122 ^[1]_[SEP]

(2017) Students not reading at grade level must be given alternate instruction under this subdivision that is multisensory, systematic, sequential, cumulative, and explicit, MN Statute 125A.56 ^[1]_[SEP]

(2019) Teacher Preparation Program Requirements on reading and dyslexia, MN Statute 122A.092

(2019) Districts must screen students for dyslexia in K-2 that are not reading at grade level, and students in Gr 3 or higher unless a different reason for the reading difficulty has been identified. Effective 2020-21

(2021) \$3M was appropriated for LETRS training. Roll-out TBD

Websites:

- International Dyslexia Association - Upper Mid-West: website has a list of professionals
- Bright Solutions for Dyslexia
- MN Department of Education
- Dyslexia Training Institute
- Yale Center for Dyslexia and Creativity
- National Center for Learning Disabilities
- Wrightslaw Special Education Law and Advocacy
- Bookshare.org (free audiobooks)
- Learning Ally (audiobooks and more)

Disclaimer: Please note that DD-MN does not endorse, represent, or have any legal connection with any of the resources listed above. These are resources that many parents have found useful in searching for information about dyslexia.



Decoding Dyslexia MN

Educate, Advocate, and Empower

www.DecodingDyslexiaMN.org @DyslexiaMN

Decoding Dyslexia Minnesota is a 501(c)(3) non-profit grassroots organization supported by Minnesota families, educators, & professionals concerned with the limited access to educational interventions for students within educational environments. We strive to raise dyslexia awareness, empower families to support their children, and improve resources for students with dyslexia.

Warning Signs of Dyslexia

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In Preschool and Kindergarten

- Delayed speech
- Trouble creating words that rhyme
- Mixes up the sounds and syllables in long words (ex.: a^[L]mi^[SEP]nal for animal)
- Confusion of left versus right and other directionality words & concepts
- Trouble learning letter names and sounds
- Trouble identifying first or last sounds in words
- Trouble blending sounds into words
- Trouble getting words out, “The um, thing that, um...”
- A close relative with dyslexia
- Average or above average intelligence^[L] but difficult learning to read

In Elementary School

- Handwriting issues (dysgraphia)^[L]
- Slow, choppy, inaccurate reading
- Can read a word on one page, but won't recognize it on the next page
- Difficulty with spelling
- Often can't remember sight words or^[L] homonyms
- Dreads going to school

In Middle and High School

All of the above symptoms plus:

- Limited vocabulary
- Extremely poor written expression - large discrepancy between verbal skills and written compositions
- Poor grades in many classes
- May drop out of high school

Possible Dyslexic Strengths

- 3-D visual-spatial skills
- Intuitive, big picture thinker^[L]
- Artistic, athletic, or musical ability^[L]
- Mechanical or mathematical skills^[L]
- Intuitive, creative^[L]
- Story-telling talent, high vocabulary
- Interpersonal skills

Dyslexic Reading Mistakes

- Inaccurate reading of words in lists
- Can't sound out an unknown word
- Skips or adds small words: an, a, from, the, to, were, are, of
- Adds/skips letters: could-cold
- Mixes sequence of letters: who-how, lots-lost, saw-was
- Mixes similar words: house-horse
- Confuses b-d past 1st grade
- Confuses b-p, n-u, or m-w
- Substitutes words based on context: trip-journey, fast-speed
- Skips suffixes: need-needed, talks-talking, late-lately
- Reading comprehension may suffer
- Listening comprehension much better than reading comprehension

Dyslexic Spelling Mistakes

- Very poor spelling
- Forgets words after the spelling test
- May leave out vowels
- May spell phonetically: akshun = action, groth = growth
- Misspells sight words: gose = goes
- Trouble with homophones: there-their
- Misspells even when copying

Dysgraphic Writing Issues

- Handwriting is slow and messy
- Writing doesn't “sit” on the line
- Unusual spacing between words
- Difficulty copying from board
- Omits capitals and punctuation
- Run-on sentences
- Tells stories much better verbally than in writing

Additional Difficulties

- Analog clocks
- Addition and multiplication facts
- Learning to tie shoes^[L]
- Reading maps^[L]
- Learning address and phone number^[L]
- Sequences: Jan, Feb, Mar...
- Recalling names, dates, & places
- Learning foreign language
- Messy desk, backpack, bedroom
- ADHD and Dyslexia frequently occur^[L] together
- Difficulty reading printed music
- Difficulty mastering a foreign language

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