Learning to read does not come as naturally as learning to speak; direct instruction is necessary for most people. People with dyslexia may need instruction and support in learning to read and spell for longer amounts of time.

<u>Having dyslexia means</u> you ARE:



Not alone: 10-15% have dyslexia!

<u>Having dyslexia means that</u> you CAN:



Ask for support, strategize tools, and self-advocate!



COMMUNITY PARTNERS

PPS Dyslexia Advocacy Group facebook.com/groups/ppsdyslexia

Oregon Branch of the International Dyslexia Association or.dyslexiaida.org

Decoding Dyslexia Oregon decoding dyslexiaor.org

FACT Oregon factoregon.org

CONTACT INFORMATION

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Dyslexia Family Brochure



Office of Teaching and Learning Portland Public Schools

WHAT IS DYSLEXIA?

- A brain-based learning difference
- The MOST common learning disability
- Makes it hard to read and spell
- Is genetic and often runs in families
- Affects people with average to above average intelligence

SIGNS AND SYMPTOMS

- ' Poor spelling and handwriting
 - Guessing at unfamiliar and unknown words Slow reading
- Avoiding reading and reading



ACCOMMODATIONS

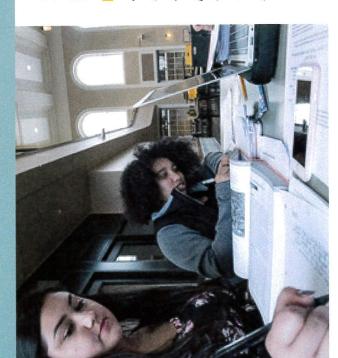
Some examples may include:

- Extra time on tests and homework
 - Audiobooks
- Dictation or speech-to-text software
 - Typing
- Highlighting important information
 - Verbal, repeated instructions

NEXT STEPS

If your child is struggling in reading:

- 1. Meet with your child's teacher
- 2. Request most recent test information
 - 5. Ask what extra instruction is being provided to help your child
 - 4. Schedule follow up check-ins



SCREENING AND EGISLATION

screening tool that PPS uses. If a child parents are notified and screened for Interventions and progress monitoring Kindergarten and new 1st graders get is showing risk after Winter screening, precursors to dyslexia. DIBELS is the family history of reading difficulties. Senate Bill 1003 requires that all screened three times a year for are put into place to support.

