

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.

Having *dyslexia* means you *ARE*:



Not alone: 10-15% have dyslexia!

Having *dyslexia* means that you *CAN*:



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



# Dyslexia Family Brochure



## COMMUNITY PARTNERS

PPS Dyslexia Advocacy Group  
[facebook.com/groups/ppsdyslexia](https://facebook.com/groups/ppsdyslexia)

Oregon Branch of the International  
Dyslexia Association  
[or.dyslexiaida.org](http://or.dyslexiaida.org)

Decoding Dyslexia Oregon  
[decodingdyslexiaor.org](http://decodingdyslexiaor.org)

FACT Oregon  
[factoregon.org](http://factoregon.org)

## CONTACT INFORMATION

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Office of Teaching and Learning  
Portland Public Schools





## WHAT IS DYSLLEXIA?

- 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
- ✓ Slow reading
- ✓ Guessing at unfamiliar and unknown words
- ✓ Avoiding reading and reading aloud



## 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
3. Ask what extra instruction is being provided to help your child
4. Schedule follow up check-ins

## SCREENING AND LEGISLATION

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

