**Hour 1 handout**

**Dyslexia by the numbers**

|  |
| --- |
| **List 2 examples of what Dyslexia is NOT** |
| 1. |
| 2. |

Dyslexia is caused by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ processing problem.

Dyslexia affects up to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in five people.

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and by poor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ abilities. These difficulties typically result from a deficit in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ component of the language and is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and reduced reading experience that can impede growth of vocabulary and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

ALL Administrators (certified staff), Educators (certified staff), and Paraprofessionals are required to complete \_\_\_\_\_\_\_\_\_\_\_\_ hours of dyslexia awareness training every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years.

|  |  |  |
| --- | --- | --- |
| **List 2 characteristics of Dyslexia for Preschool,**  **Kindergarten-First Grade, and Second & Beyond** | | |
| **Pre-School** | **Kindergarten-First** | **Second and Beyond** |
|  |  |  |
|  |  |  |