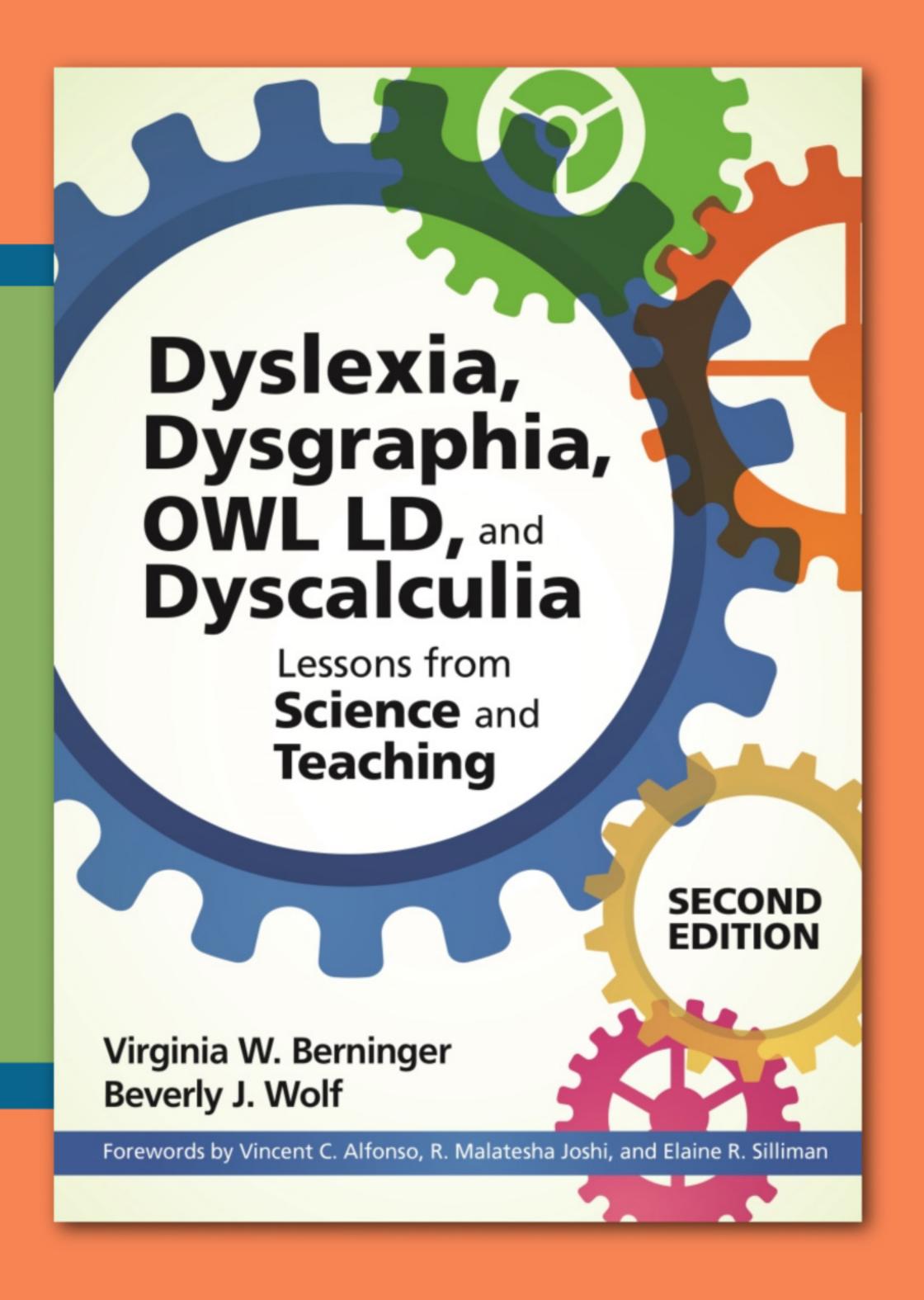
Ouotes on TEACHING Students with DYSLEXIA



STUDENTS WITH DYSLEXIA

appreciate teachers
understanding how much
effort it may take for
them to learn to process,
pronounce, and spell
written words compared
with their classmates.





Although some teachers may feel they are not equipped to teach reading and writing to students with dyslexia, they are probably very capable of providing intellectual engagement and

JOY IN LEARNING,

which are equally important.





LINKING INSTRUCTION

in basic reading, writing, and oral language skills to their interests and to intellectually engaging content helps students with dyslexia sustain hard work over time.





STUDENTS WITH DYSLEXIA

may need more repeated exposures and practice than other students.

Repeated practice over time often is needed to acquire mastery and confidence.





TEACHERS SHOULD BE PREPARED

to take advantage of any teachable moments during the school day to develop oral vocabulary, listening skills, and other language concepts related to oral language comprehension and expression.





RESEARCH ON ADULT OUTCOMES

has shown that many individuals with dyslexia become successful adults, especially if they had family and other social supports along the way.





SERVING STUDENTS WITH DYSLEXIA

in the general education program requires that the entire staff recognizes the individual needs of each student.





TEACHERS SHOULD

acknowledge and celebrate evidence of thinking and problem-solving ability in students with dyslexia.



