

Tutoring Guide for Dyslexia

Characterized by:

- Poor reading proficiency
- Lack of phonetic awareness
- Jumbled sentences
 - » “Smells lake cedar,” instead of “Cedar Lake smells.”
- Letter reversal
 - » “Cebarville” instead of “Cedarville”
- Mirror Write
 - » “S’kcuch” instead of “Chuck’s”

Recognize that:

- Dyslexia is not the result of low intellectual ability.
- Dyslexia is not a disease; therefore, there is no cure.
- An individual with dyslexia experiences difficulties formulating his thoughts into speech or writing.
- Most individuals with dyslexia are gifted and creative in other areas.

Useful strategies:

- Goal setting
 - » Students with dyslexia need to take ownership of their own learning. By establishing an agenda for the session, the student can regulate his own progress.
- Phonetic awareness
 - » A primary problem for dyslexics is judging sounds within words (or weak phonetic awareness).
 - » For this reason, if a student feels uncomfortable reading his paper aloud, a tutor should offer to read it for him.
- Empowerment
 - » Remember that the student is still the expert when it comes to her own paper. Encourage her to discuss her ideas and intentions for her writing and be careful not to step over the boundaries of ownership.