

Dyslexia *Declaration of Rights*

Every Individual Should have the Following Rights...

1 Accurate Diagnosis.

Students who have a suspected area of disability are entitled to an assessment, regardless of whether they are in a public, private, or charter school.

More:

www.dyslexia.yale.edu/diagnosis.html

2 Use the Word Dyslexia.

Schools must use the word “dyslexia” so that proper diagnosis and evidence-based instruction and intervention can be applied.

More:

www.dyslexia.yale.edu/usedyslexia.html

3 Evidence-Based Instruction

All students deserve to have a written plan of action from the school, specifying the evidence-based intervention, frequency, and measurable objectives. This must be arrived at by a consensus between parents and teachers.

More:

www.dyslexia.yale.edu/instruction.html

4 Accommodations.

Accommodations must be provided to ensure that the students’ abilities, not their disabilities, are being assessed. Examples: extra time on tests, speech-to-text or text-to-speech technology, foreign-language waiver or alternative.

More:

www.dyslexia.yale.edu/accommodations.html

5 Dyslexia-Friendly Environment.

A supportive environment that promotes educational and professional progress must be provided to enable dyslexic individuals to flourish to their full potential.

More:

www.dyslexia.yale.edu/dyslexiafriendly.html

You Are Not Alone.

1 in 5 people have dyslexia. It crosses racial, ethnic, and socioeconomic lines. You are part of a community of successful people who overcame dyslexia. Speak up about your dyslexia to teachers, school heads, peers, colleagues, and employers.

More information and a free downloadable version of this poster is available at:

www.dyslexia.yale.edu



The Yale Center for Dyslexia & Creativity

www.dyslexia.yale.edu



Parents

Dyslexia affects 1 out of 5 people.

It crosses racial, ethnic, and socioeconomic lines.

You can transform a life.



The Yale Center for Dyslexia & Creativity
www.dyslexia.yale.edu

Learn and look for the signs of dyslexia.

Use the word dyslexia.

Find an evaluator who specifically

diagnoses dyslexia.

Talk about dyslexia directly – with your

child and others.

Don't delay – it is never too early

to intervene.



Educators

I Want to Help! Action Items

Educate yourself about dyslexia:

Make sure it's a trustworthy source like www.dyslexia.yale.edu.

Urge Your Congressional Representative to Support House Resolution on Dyslexia, #456

Stand up for dyslexia locally:

Go to school board meetings, contact your school district's superintendent and principals.

Support someone with dyslexia:

Help an individual achieve his or her full potential. Examples: read aloud, proofread work, learn more.

Contact your local media:

Let them know about stories pertaining to dyslexia.

Share what you've learned & share your story.

Dyslexia affects 1 in 5 students.
It's time to act!

Learn and look for the signs of dyslexia.

Use the word dyslexia.

Know it is never too early to intervene

with evidence-based methods.

Support dyslexic students: allow extra

time and use of assistive technology like

speech-to-text and text-to-speech.

Know that students who read slowly can

also be very bright.



Dyslexics

What is dyslexia?

Dyslexia is defined by an **unexpected difficulty** in reading. Dyslexia takes away an individual's ability to read quickly and automatically, and to retrieve spoken words easily, but it does not diminish their intelligence, nor dampen their creativity and ingenuity.

How many people does dyslexia affect?

1 in 5 people have dyslexia. Dyslexia is the most common learning disability, accounting for about 85% of all learning disabilities. It is universal. It crosses racial, ethnic, and socioeconomic lines.

Why do dyslexics need advocacy?

Advocacy is important to ensure that science and the law are reflected in decisions involving intervention and accommodations so that all have equal access to demonstrating their true ability. Science has shown a neurobiological basis for a dyslexic's slow reading. In contrast, when given accommodations, comprehension is very high. Today, many students with dyslexia are not receiving accommodations, such as extended testing time, required by the Americans with Disabilities Act (ADA) on high-stakes examinations, like the SAT, GRE, LSAT, or U.S. MLE.

Know that you're in good company –

1 in 5 people have dyslexia.

Use the word dyslexia.

Share your story.

Advocate for accommodations.

Know that, while you may read slowly,

you are very bright.

Know the Signs of Dyslexia

Speak Up for Dyslexia

Use the word “dyslexia”

Learn more about dyslexia

Advocate for accommodations

Tell your story

Support your dyslexic child

Insist on a diagnosis

Stay connected: dyslexia.yale.edu/email

You may be dyslexic if you...

- ...read slowly and with much effort
- ...are often the one to solve the problem
- ...can't spell; have messy handwriting
- ...your writing shows terrific imagination
- ...have trouble remembering dates and names
- ...think out-of-the box, grasp the big picture
- ...have difficulty retrieving and pronouncing spoken words
- ...have excellent vocabulary and ideas.

Please note: these are only a handful of the signs of dyslexia. Visit our website, dyslexia.yale.edu, or read Overcoming Dyslexia by Dr. Sally Shaywitz for a more complete list.

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