

About IDA

The International Dyslexia Association (IDA) was founded in 1949 as The Orton Society to honor and further the work and passion of Dr. Samuel Torrey Orton.

IDA serves individuals with dyslexia, their families, and professionals in the field.

We believe that all individuals have the right to achieve their potential, that individual learning abilities can be strengthened, and that social, and educational barriers to language acquisition and use must be removed.

Our Mission

AZ IDA is a non-profit organization dedicated to serving individuals affected by dyslexia, language and literacy challenges, and their families and communities that support them. Until Everyone Can Read!



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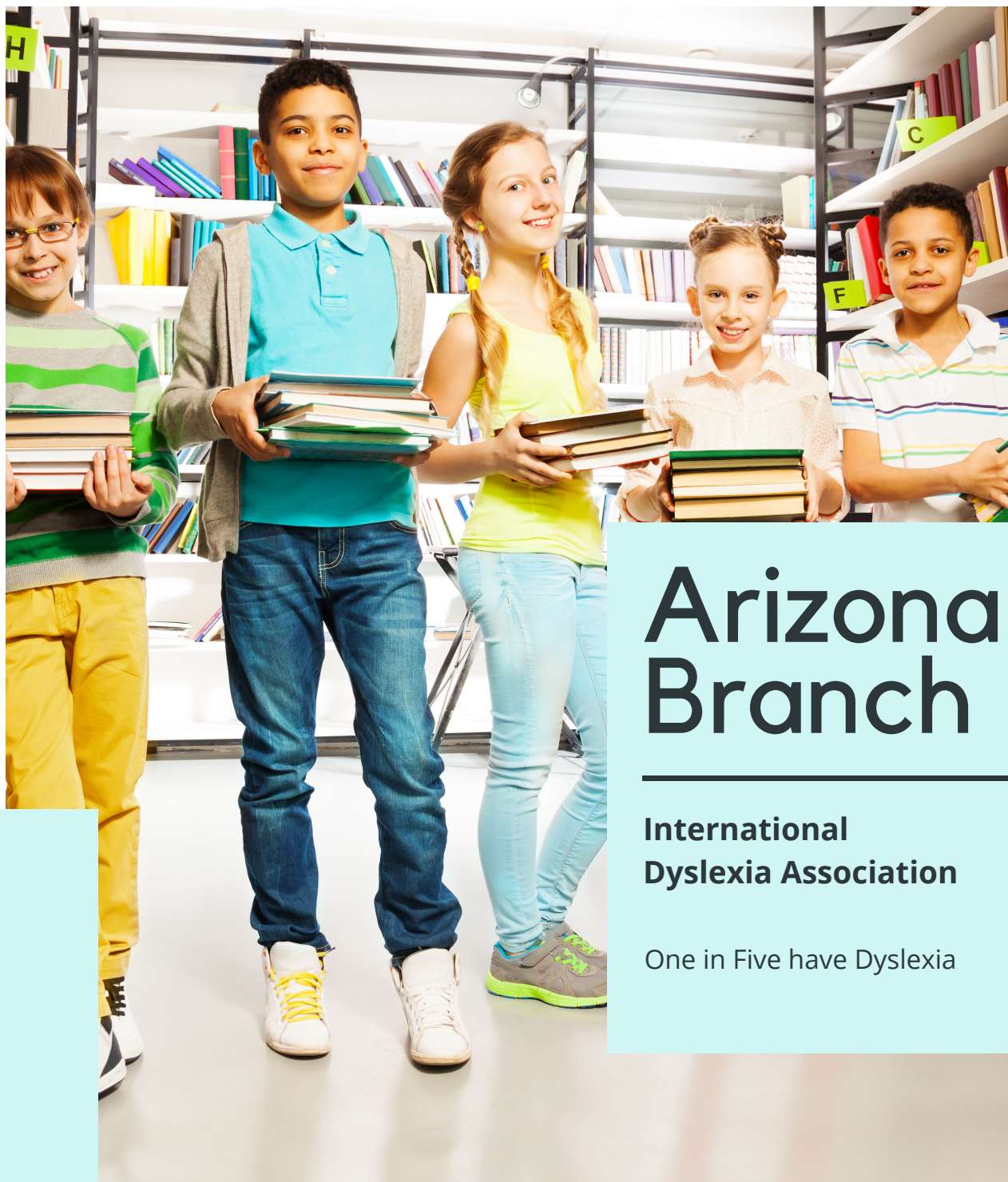
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Arizona Branch

**International
Dyslexia Association**

One in Five have Dyslexia

What is Dyslexia?

The word is a Greek term “dys” (meaning poor) and “lexia” (meaning words). The term therefore means “difficulty with words.”

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

Adopted by the IDA Board of Directors, Nov. 12, 2002.

Resources

Dyslexia is an often misunderstood and overwhelming diagnosis. We're here to help and have compiled our top resources related to guidance, technical assistance, early literacy and reading. You'll find all these on our website, as well as links to the International Dyslexia Association Handbook for Families and National Center on Improving Literacy.

Visit az.dyslexiaida.org to get started today.



People with dyslexia often experience difficulty in these areas:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Keeping up with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Some specific signs for elementary aged children may include:

- Difficulty with remembering simple sequences such as counting to 20, naming the days of the week, or reciting the alphabet
- Difficulty understanding the rhyming of words, such as knowing that fat rhymes with cat
- Trouble recognizing words that begin with the same sound (for example, that bird, baby, and big all start with "b")
- Pronunciation difficulties
- Trouble easily clapping hands to the rhythm of a song
- Difficulty with word retrieval (frequently uses words like “stuff” and “that thing” rather than specific words to name objects)
- Trouble remembering names of places and people
- Difficulty remembering spoken directions

It is important to note that not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

WHAT CAN TEACHERS DO?

- Clarify or simplify written directions
- Complete a small amount of work at a time
- Highlight essential information
- Develop reading guides
- Repeat directions
- Use step-by-step instructions
- Simultaneously use verbal and visual information
- Display work samples
- Use peer-mediated learning
- Provide additional practice
- Use assignment adjustments or substitutions

Every teacher needs to be trained on dyslexia. The AZ IDA offers:

- Dyslexia Trainings
- Reimbursement Scholarships



What is a Structured Literacy approach?

Structured Literacy instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.