

## Dyslexia and Developmental Language Disorders

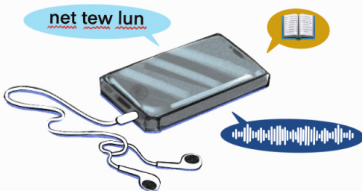


Students with dyslexia will likely struggle with some language based skills.

Consider dyslexia when language concerns are largely related to:

- word retrieval, memory & recall, color naming, letter naming
- remembering and following directions, especially with increasing length and complexity
- learning spatial concepts, such as before, after, last, first
- explaining, giving directions, or retelling a story

## Dyslexia and Developmental Speech Disorders



Students with dyslexia will likely struggle with some speech based skills.

Consider dyslexia when speech concerns are largely related to:

- phonological speech errors such as final consonant deletion, voicing, gliding, stopping, or omitting sounds
- saying words with difficult sound patterns (animal -> animal)
- frequent slips of the tongue (brue -> blue)
- reciting rhymes, songs, ABCs, or repeating an unfamiliar sentence with increasing length and

## Explaining the implications when a student has a Developmental Speech or Language Disorder and a reading concern:

Children who have or have had difficulties with speech or language are less likely to be proficient at phonological awareness skills than their typical aged peers.

## This is a big deal!

Phonological awareness abilities are **critical** to the development of early reading skills because they help **connect spoken language to written language**.

The American Speech-Language-Hearing Association (ASHA) states that Speech-Language Pathologists play a critical and direct role in the development of literacy for students with communication disorders.

*By better understanding dyslexia's relationship with Developmental Speech and Language Disorders, SLPs can be more active in the screening, treatment, and advocacy processes for students with dyslexia.*

**Consider the many ways SLPs who are treating struggling readers may help:**

- ❑ Screening for dyslexia and documenting, & reporting concerns
- ❑ Working closely with classroom teachers on identifying concurrent speech/language and reading concerns
- ❑ Incorporating foundational phonological awareness into speech and language goals
- ❑ Using phonological approaches to speech sound development, such as the Cycles or Metaphon Approach in lieu of Articulation strategies
- ❑ Targeting Minimal Pairs
- ❑ Incorporating print enhancement during oral speech and language

## Semantic Truths & Considerations:

**Truth:** Phonological (global sound) and phonemic (word level sound) awareness skills have causal relationships with literacy achievement; early mastery of these skills is the **best predictor** of later reading comprehension and written expression abilities.

**Consider** phonological and phonemic awareness skills when a student has a speech or language disorder and a reading concern; consider implications when fundamental phonological and phonemic awareness deficits are not adequately addressed.

## References

Birsh, J. R. (2011). Multisensory teaching of basic language skills. Baltimore: Paul H. Brookes Pub. Co.

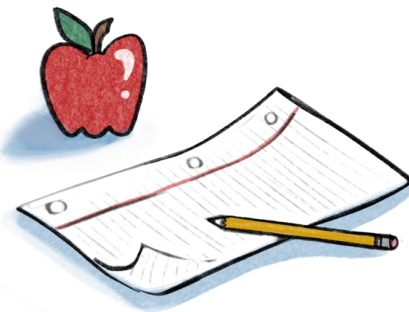
Moats, L. C. (2020). Speech to Print: Language Essentials for Teachers (3rd ed.) Baltimore, MD: Brookes. ISBN# 978-1681253305

Shaywitz, S. (2003). Overcoming Dyslexia: A new and complete science-based program for reading

### **Check out these trusted resources :**

Dyslexia is a legislative information site that reports and tracks dyslexia related pending legislation in the United States. <https://dyslexia.com>

Language and Reading Research Consortium (LARRC) is a group of researchers at Ohio State University that developed a FREE explicit English and Spanish language curriculum for Pre-K to 3<sup>rd</sup> grade called "Let Know". <https://larrc.ehe.osu.edu/curriculum/>



## Considering a Dual Diagnosis:

### Speech-Language Disorders & Dyslexia for Educational Based Speech-Language Pathologists

Megan Cawfield MS, CCC-SLP/C-SLDI

<https://www.virtualmilestoneacademy.com/>