Dyslexia Alliance for Black Children

What is Dyslexia?

Dyslexia is a specific learning disability characterized by difficulty reading words and spelling. It can range from mild to severe, meaning some people have more challenges than others.



Key Facts about Dyslexia

Dyslexia is common

approximately

5-15%

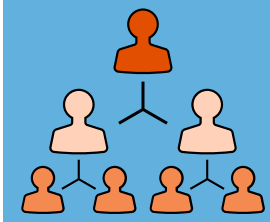
of the population have dyslexia, making it one of the most common learning challenges. Some studies estimate as many as 20% may have signs of dyslexia.

Dyslexia is not about intelligence



Dyslexia is influenced by many factors, but most often it stems from differences in how the brain processes the sounds of language, including awareness, memory, and retrieval of sounds.

Dyslexia runs in the family



If a biological parent or sibling has dyslexia, a child is more likely to have it too.

Dyslexia has no boundaries

Dyslexia affects people of all races, ethnicities, and language backgrounds.



DABC Programs

Family Programs
Families-as-Tutors
Advocacy Training
Parent-to-Parent Coaching
Virtual Resources



Educator Programs
Training and Learning Cohorts
Workshops
Annual Conference

www.dyslexiablack.org
inquiries@dyslexiablack.org

Dyslexia and other challenges

People with dyslexia often have other challenges too. It's common for dyslexia to occur alongside:

ADHD

Trouble with focus, attention, or hyperactivity.

Dysgraphia

Difficulty with handwriting or expressing thoughts in writing.

Dyscalculia

Challenges with math and numbers.

Speech and Language Disorders

Difficulty with speech. Difficulty understanding or using language.

Apraxia

Difficulty planning and executing voluntary movements.

People with dyslexia may also experience anxiety or other mental health challenges. Understanding these connections can help in finding the right support for your child.

Some signs of Dyslexia

Young Children- Preschool & Early Elementary



- ☐ Mispronunciation, but close - aminal, pasgetti
- ☐ Hard to retrieve the right word
- ☐ Difficulty following multistep directions
- ☐ Trouble rhyming
- ☐ Guessing letters and words
- ☐ Trouble separating and blending sounds

Upper Elementary/Middle School



- ☐ Trouble sounding out words
- ☐ Inconsistent spelling
- ☐ Repetition needed to learn
- ☐ Avoiding reading out loud
- ☐ Reading avoidance
- ☐ Listening comprehension sometimes better than reading comprehension

High School (with remediation/proper instruction)



- ☐ Slow reader, - needs extra time
- ☐ Listening comprehension is sometimes better reading comprehension
- ☐ Inconsistent spelling
- ☐ Easily fatigued when doing academic work

Secondary characteristics: reading comprehension issues, reduced exposure to reading and writing that impacts academic growth, and may impact psychological well-being.