

What is Dyslexia? FINAL

Transcript

♪♪

00:01

I want to be a better reader and I have to work

00:05

a lot for that.

00:07

When the teacher reads, it's uh... I can understand

00:12

but when I read, it's a little bit complicated.

00:17

Like it's not fun, reading.

00:21

It takes me a lot longer to read the same thing.

00:25

Like big words and like forgetting

00:32

to sound out sometimes.

00:35

Homework's hard for me, so I just quit

00:39

and Grandma thinks I'm just lazy.

00:44

Some days it's really hard for reading

00:47

but I'm working on it.

00:49

♪♪

01:07

Sound familiar?

01:09

It does if you know someone with dyslexia.

01:11

In this video, we'll talk about what dyslexia

01:14

looks like and feels like, what it is and what it ISN'T.

01:17

In our next video, we'll examine how public schools

01:20

in North Carolina identify and teach students

01:23

who have dyslexia.

01:24

♪♪

01:26

So I'm actually relieved it might have

01:27

a name - dyslexia.

01:29

Makes sense.

01:30

I have trouble reading all my life.

01:33

He's doing ok right now, but I'm worried

01:37

about those middle school textbooks.

01:40

Yeah, all that reading...

01:44

My daughter can do so many great things --

01:46

there's just something about reading, but we'll

01:48

get through it, right?

01:50

Yes!

01:51

MOM 2: Let's try to sound it out -- "Meh"

01:54

"Meh..."

01:55

HOST: Dyslexia is a learning difference based in how

01:57

the brain processes the sounds that make up words.

02:00

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Go ahead and write about your favorite character.

02:03

HOST: It can make learning to read, speak,

02:06

and spell much more difficult.

02:09

People with dyslexia have brains that are wired

02:11

differently for language.

02:13

MOM 2: Give some space in here...

02:14

♪ ♪

02:15

They don't see right.

02:17

[STAMP]

02:18

They see things on the page backwards.

02:20

[STAMP]

02:21

They don't try.

02:22

[STAMP]

02:24

You grow out of it.

02:25

[STAMP]

02:26

I'll never learn to read.

02:28

[STAMP]

02:31

Here's what we know:

02:31

[CHIME]

02:32

Children with dyslexia find learning to read difficult

02:36

because they don't recognize words as easily

02:38

as other children do.

02:40

MOM 2: Alright, can you start here...

02:42

With reading, we're always starting over,

02:44

same with spelling.

02:47

MOM 1 and CHILD: Sound it out... g-gr-grow-n-ups...

02:53

MOM 1: She has to sound out a word every time she sees it.

02:57

MOM 1 and CHILD: R-O-W...

02:59

[CHIME]

03:01

Students with dyslexia struggle to recognize words

03:03

every time and then, to read them correctly,

03:05

automatically, and fluently.

03:08

The extra time spent on each word can interfere

03:10

with comprehension.

03:12

♪ ♪

03:12

It's chore day!

03:14

GRANDMA: He works so hard at reading, he can't understand

03:17

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what he just read!

03:19

The laundry!

03:21

CHILD: Yes ma'am.

03:21

HOST: Dyslexia affects up to 1 in 5 people.

03:24

While it can run in families, no two people experience it

03:27

the same way.

03:29

[LAUGHTER]

03:31

Dyslexia literally means "difficulty with words,"

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and despite what you may have heard,

03:36

the challenges faced by people with dyslexia are NOT related

03:40

to intelligence, lack of effort, or vision problems.

03:46

Even before children learn to read, dyslexia can appear

03:49

as difficulty with the sounds that make up language.

03:52

MOM 1: She doesn't think rhyming or using silly words is fun.

03:58

DAD 2: Alright, is everybody ready for this hike?

04:01

She didn't speak as early or use as many words as other kids

04:05

the same age.

04:07

CHILD 3: We're learning this new thing in class

04:09

called "demicals".

04:11

[LAUGHTER]

04:12

Demicals?

04:12

No, you mean decimals!

04:14

GRANDMA: He's that kid who always mispronounces words.

04:19

[CHIME]

04:20

Dyslexia's brain-based differences can affect

04:22

language skills other than reading, and even show up

04:25

in unexpected areas.

04:28

DAD 3: His handwriting is very slow which makes it frustrating

04:32

to express himself.

04:36

MOM 2: It's like the other kids don't get her.

04:41

MOM 1: I think she feels bad and maybe even thinks

04:46

she's different and it's making her anxious.

04:50

GRANDMA: Let's break down this word, glu-tin-ous...

04:53

When he didn't grow out of it,

04:55

I knew he needed help.

04:57

OK, got that one...

04:58

CHILD 3: ...on Mars, but...

05:00

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♪♪

05:01

[CHIME]

05:02

Children with dyslexia can learn to manage
its challenges AND learn to read.

05:03

05:06

The earlier we start with the right instruction,

05:08

the better!

05:09

CHILD 2: I'm going to read you a story.

05:11

Oh, that's awesome!

05:13

HOST: North Carolina's public schools are committed

05:16

to the success of every child, including those with dyslexia.

05:20

CHILD 3: ...we could hardly believe our eyes...

05:22

HOST: Please watch our next video about how schools

05:24

identify and teach students with dyslexia,

05:28

then check out our other resources to learn more.

05:32

There's a lot to know...

05:34

CHILD 2: ...in "signal" file...

05:36

HOST: ...and we're here to help!

05:37

CHILD 2: ...along the trail...

05:38

♪♪