# Screencast Transcript

Recently I realized that I did not know much about dyslexia. As a former teacher that bothered me. I was never informed that any of my students were dyslexic, but at the same time I wasn't familiar with Universal Design for Learning and how I can enhance learning for students by helping them to overcome barriers to learning. As a result, I think all teachers should learn what dyslexia is and how it affects their students. This is what reading is like if you have dyslexia is a piece from CNN. This simulation was created by Victor Widell after a conversation he had with a friend who is dyslexic. As you can see, it appears as though the text is moving and if you look at each individual word, the letters are jumbled. That's how dyslexics see things when they are trying to read text. It appears as though the words are jumbled or as if the letters are jumping around the page or the screen. For me, and I don't have dyslexia; it was difficult for me to figure out some words and there were a few that I didn't figure out at all. I had to read further down in the text to see the translation and then determine what that word was. For example, this word here where the cursor is is phonological. I figured it out, but it took me a minute, but if you go down to the next line, I never figured out orthographic and that's because some of the smaller words are more familiar to me so it's easier for me to figure those words out, but that's not the case for dyslexic students because even a word that maybe small may be hard for them to figure out and then it appears as if the letters are jumbled and they sometimes write words, entire words, or letters backwards so it's more difficult for them to read. And I can sympathize with them and understand how they read things because it was also difficult for me to read this text. So, this will give a teacher an idea of what dyslexic students are experiencing and why it's important for them to help help them overcome barriers to learning. If you read down it tells more about dyslexia and it provides a full link to Widell's

simulation. And this is another example. It provides the alphabet in black and then the red is how dyslexics may possibly see that text which further demonstrates why it's difficult for them to read and why they, when they do read, they read at a slower pace. It's not that they can't learn. They can learn, but they just learn things differently. And it also at the same time, they are smart in other areas such as thinking and reasoning and figuring out complex or abstract ideas. But it just that part it is with the language system that gives them trouble and makes it difficult for them to read, write, spell and pronounce words. It also provides additional information if you want to read more about dyslexia including the different types of dyslexia. So, read the rest of the article and do further research about dyslexia so you can learn how that you can accommodate students with dyslexia because why you are helping them overcome those barriers to learning you may also be implying or implementing Universal Design for Learning and helping other students who also may have trouble with reading, writing, vocabulary, spelling, etc.