OVERVIEW OF DYSLEXIA
SPECIAL EDUCATION CONFERENCE
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A word that comes to mind when I hear the word **dyslexia** is...

I know a person with dyslexia who...

Students with dyslexia struggle with...

A famous person with dyslexia is...
Agenda: Overview of Dyslexia

- Characteristics of students with dyslexia
- Instructional strategies to support students with dyslexia
- How parents can help
- Accommodations and resources
- Understanding the dyslexia advantage
Dyslexia

“Poor Language”
Specific Learning Disabilities and Dyslexia

Specific Learning Disability

Perceptual Disabilities
Developmental Aphasia

Minimal Brain Dysfunction
Dyslexia
Brain injury
Definition of Dyslexia?

- The International Dyslexia Association (2008) defines dyslexia as 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.
What are the Warning Signs?
Young Children

• Trouble with:
  • Recognizing letters, matching letters to sounds, and blending sounds into speech
  • Pronouncing words for example saying “mawn lower” instead of “lawn mower”
  • Learning and using new vocabulary words
  • Learning the alphabet, numbers, and days of the week or other common word sequences
  • Rhyming
What are the Warning Signs?
School-Age Children

- Trouble with:
  - Mastering the rules of spelling
  - Remembering facts and numbers
  - Handwriting or with gripping a pencil
  - Learning and understanding new skills, instead relying heavily on memorization
  - Reading and spelling, such as reversing letters (d,b), or moving letters around (left, felt)
  - Trouble with words problems in math
What are the Warning Signs?

Teenagers & Adults

Trouble with:

• Reading at the expected level
• Understanding non-literal language, such as idioms, jokes, or proverbs
• Reading aloud
• Organizing and managing time
• Trouble summarizing a story
• Learning a foreign language
• Memorizing
What Dyslexic Readers Struggle With…

- Patterns of Language
- Phonological Awareness
  - Rhyming, syllables, individual sounds in words
- Orthographic & Phonics
  - Grouping letter groups, dividing words into syllables
- Rapid and automatic recognition and decoding of single words
Sea of Strengths Model of Dyslexia

- Reasoning
- Concept formation
- Comprehension
- Critical thinking
- General knowledge
- Vocabulary
- Problem solving
- Decoding
Good readers think about lots of things at one time.

Adapted from: Word Callers by Kelly B. Cartwright
READING DISABILITY
Going from Text to Meaning

Adapted from Overcoming Dyslexia (Shaywitz, 2003)
Because of the new fMRI technology, scientists have discovered that the brains of struggling readers and the brains of strong readers work differently.
Most Important Point (MIP)

- Think of a key point or significant idea you’ve derived from the session thus far—your MIP!
- In groups of 4, share your MIP
fMRI brain images show that the brain learns by practicing. It can actually get “rewired”!

The same way you practice to:

- learn a dance move
- kick a soccer ball
- play a musical instrument
- shoot a basketball
Effective Instruction for Students with Dyslexia

- Intensive
- Direct and Explicit
- Systematic and Cumulative
- Multisensory
- Synthetic and Analytic Instruction
- Diagnostic & Prescriptive Teaching
Best Practices

Key Components

- Multisensory
- Direct Instruction (Sounds and Letters)
- Sequential Instruction (Phonics)
- Cognitive
- Spelling component

FCPS Programs

- Wilson FUNdations
- Read Well
- Language!
- Language! Live
- Just Words
What is Intensive Instruction?

<table>
<thead>
<tr>
<th>Size</th>
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<tbody>
<tr>
<td>Time</td>
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<tr>
<td>Duration</td>
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</table>
## What is Direct and Explicit Instruction?

- **Teacher structures and directs learning process**

- **Structured, clear, explicit**

- **Emphasizes teacher’s role in maximizing learning time while learner constructs learning**

- **Demonstration, modeling, guided practice, and independent application. I Do, We Do, You Do (Gradual Release)**

- **Instruction=Planning for and teaching *all* students; accommodations are integrated into framework; checking for instruction along the way.**

- **Includes corrective feedback**
What is Systematic and Cumulative Instruction?

- Focused
- Sequenced
- Scaffolded
What is Multisensory Instruction?

- Visual
- Auditory
- Kinesthetic
- Tactile
Synthetic & Analytic Phonics Instruction

- **Synthetic phonics**
  \[ /b/+ /a/+ /t/ = \text{bat} \]

- **Analytic phonics**
  \[ \text{bat} = /b/+ /a/ + /t/ \]
  cat, sat, mat, fat, scat, that
<table>
<thead>
<tr>
<th>Step</th>
<th>Lesson Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Phonemic Awareness &amp; Phonics</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>• Move it and Mark it</td>
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<tr>
<td></td>
<td>• Phonemic Awareness Drills</td>
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<tr>
<td></td>
<td>• See and Say</td>
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<tr>
<td></td>
<td>• Say and Write</td>
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<tr>
<td>Step 2</td>
<td>Word Recognition &amp; Spelling</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>• Spelling Pre-test</td>
<td></td>
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<tr>
<td></td>
<td>• Build it</td>
<td></td>
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<tr>
<td></td>
<td>• Memorize it</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Vocabulary &amp; Morphology</td>
<td>15 minutes</td>
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<tr>
<td></td>
<td>• Multiple Meaning Map</td>
<td></td>
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<tr>
<td>Step 4</td>
<td>Grammar &amp; Usage</td>
<td>15 minutes</td>
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<tr>
<td></td>
<td>• Introduce nouns</td>
<td></td>
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<td></td>
<td>• Find it: People, Places, and Things</td>
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<tr>
<td>Step 5</td>
<td>Listening &amp; Reading Comprehension</td>
<td>20 minutes</td>
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<tr>
<td></td>
<td>• Phrase Fluency 1</td>
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</tr>
<tr>
<td></td>
<td>• Scoop it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sentence Morphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Decodable Text</td>
<td></td>
</tr>
<tr>
<td>Step 6</td>
<td>Speaking &amp; Writing</td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>• Masterpiece Sentences: Stage 1</td>
<td></td>
</tr>
</tbody>
</table>
How Parents Can Help Build a Word-Rich Life for Dyslexics

- Many ways to read a variety of texts
  - Reading aloud
  - Reading along
  - Reading with technology
- Bring your child into the conversational world of adults
  - Builds knowledge
  - Builds vocabulary
  - Builds higher-level critical thinking skills
How Parents Can Help Build a Word-Rich Life for Dyslexics

- Vocabulary building
- Illustrate new words
- Standardized test preparation
- Acting out words
- Using words in writing
- Context, Context, Context

http://www.marieswords.com/about.html
Stand up, hand up, pair up

Think of and write down 3 key words or ideas that summarize your understanding of characteristics or strategies for students with dyslexia.
Providing Accommodations

- Accommodations involving **materials**
- Accommodations involving **instruction**
- Accommodations involving **student performance**
- Accommodations involving **technology**
Accommodations and Modifications

- Extended Time
- Need for Quiet
- Assistive Technology
  - Audio books, E-books, word processors, tech-to-speech software
- Reduced reading/writing
- Note-taking assistance
  - Outlines, frames, etc.
- Graphic Organizers
- Study Guides
  - Provide model, but best if students create their own
  - Visual guides: flash cards, charts, diagrams graphics, flowcharts, etc.
I, ____________, need the following accommodations to help me learn in your classroom:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

If you need more information about these accommodations, you can talk to:
__________________________________________________________________________

Thank you for helping me to succeed in your class!

Student signature ________________________

Date __________________________
The Big Picture: Rethinking Dyslexia

United States / 2012 / Documentary / English / 51 minutes

HBO Network Broadcast October 29, 2012
Out-of-the-Box Thinkers

www.dyslexia.yale.edu

The Yale Center for Dyslexia and Creativity
10. Read to your kids/ebooks
9. Learn alongside them
8. Praise the effort/achievement
7. Communicate with teachers
6. Get support/advocate
5. Practice patience
4. Help your child discover their strengths
3. Consider summer
2. Be the cheerleader
1. Be strong!
Resources for Parents and Teachers

The FCPS Parent Resource Center

About Us

News and Information

- Get the latest news & information - Add the Parent Resource Center to your Keep in Touch Plus email!
- November Newsletter - Transitioning to Life After High School
- The Virginia Department of Education Parent Involvement Survey is now available.
- Save the Date for the 9th Annual Special Education Conference on March 1, 2014!

Watch what happens at the PRC!

http://www.fcps.edu/cco/prc/index.shtml
Resources:

Books:

- *The Dyslexia Checklist: A Practical Guide for Parents and Teachers* by Sandra F. Rief and Judith Stern
- *Overcoming Dyslexia* by Sally Shaywitz
- *The Dyslexia Advantage: Unlocking the Hidden Potential of the Dyslexic Brain* by Brock L. Eide and Fernette F. Eide
- *Explicit Instruction: Effective and Efficient Teaching* by Anita Archer and Charles Hughes
- *Proust and the Squid: The Story and Science of the Reading Brain* by Maryanne Wolf
- *Essentials of Dyslexia Assessment and Intervention* by Nancy Mather and Barbara Wendling
- *Multisensory Teaching of Basic Language Skills, 3rd Edition,* by Judith Birsch
Resources:

Websites

- International Dyslexia Association: http://www.interdys.org/
- The Yale Center for Dyslexia and Creativity: http://dyslexia.yale.edu/
- University of Michigan: http://dyslexiahelp.umich.edu/
- LD online: http://www.ldonline.org
### Some Multisensory Websites

<table>
<thead>
<tr>
<th>Area</th>
<th>Website</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Giggle Poetry</td>
<td><a href="http://www.gigglepoetry.com/">http://www.gigglepoetry.com/</a></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Read Works</td>
<td><a href="http://www.readworks.org/">http://www.readworks.org/</a></td>
</tr>
<tr>
<td>Composition</td>
<td>ReadWriteThink</td>
<td><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></td>
</tr>
<tr>
<td>Spelling and Vocabulary</td>
<td>SpellingCity.com</td>
<td><a href="http://www.spellingcity.com">http://www.spellingcity.com</a></td>
</tr>
</tbody>
</table>
I Commit to...

Take some think time and write down one way you can support your child this school year!