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EDUCATOR ACADEMY

***Dyslexia in the Schools
What you Really Need to Know***


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As many as 1 in 5 Students are Affected by Dyslexia

- Classroom (25) = 5 LD students
- Grade (100 students) = 20 LD students/grade
- School (500 students) = 100 LD students

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Do the Math on Reading

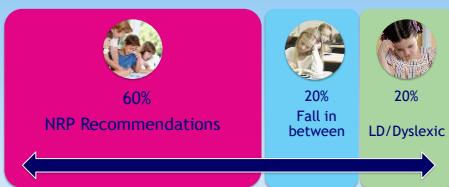
**How Many Students with Dyslexia
are in Your School?**

... in Your District?

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Reading Mastery Continuum



63% of 4th Graders in the United States read below proficiency levels 2017 NAEP (National Assessment of Educational Progress)


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Who is the National Reading Panel?

In 1997, based on a congressional mandate, the National Institute of Child Health and Human Development (NICHD) was asked to convene a national panel to assess the effectiveness of different approaches used to teach children to read.

The NRP spent two years reviewing more than 100,000 studies!



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Effective Intervention Instruction

Systematic and Direct Instruction in:

- ✓ phonemic awareness
- ✓ phonics
- ✓ fluency
- ✓ vocabulary
- ✓ comprehension

Practice and application in: reading, spelling, fluency



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- Phonological Awareness
- Letter Recognition
- Letter Formation

- Phonics
- Decoding

Fluency

Vocabulary &
Written Comprehension

Oral Comprehension
& Vocabulary

Comprehension

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Phonological Awareness Skills

Dyslexia is rooted in the phonological system

- Rhyming
- Counting/isolating words
- Counting/isolating syllables
- Isolating phonemes
- Phoneme blending and segmenting



***Students must be able to blend and segment phonemes orally prior to starting a formal reading program.**

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Does this follow the recommendations for Phonemic Awareness?

Phonemic awareness in lessons

Assessment
In individual assessments reveal information about a child's phonemic awareness, including:

- upper and lower case letters the child can identify in some way.
- phonemes the child can hear in words.
- phonemes the child can connect to letters.
- specific phonemes the child can represent with letters in writing.
- the degree to which the child can locate words in a text after hearing them.

Examples of Instructional Procedures

- In writing, children learn to hear and record the sounds in words and notice the sequence of the sounds.
- Children work with letters and related sounds in a variety of ways (e.g., making personalized alphabet books to link sounds and letters).
- Children learn how to make words with magnetic letters by adding, deleting, and substituting phonemes.
- Reassembling a cut-up sentence requires children to think about sounds in words.
- As children orally read and reread texts, the teacher demonstrates ways to use phonemic awareness and letter-sound relationships to monitor reading accuracy and to solve new words.

Read more about how this aligns with the National Reading Panel's essential components.

- Phonics
- Vocabulary
- Fluency
- Comprehension

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- Phonological Awareness
- Letter Recognition
- Letter Formation



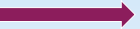
- Phonics
- Decoding



Fluency



Vocabulary &
Written Comprehension



Comprehension

Oral Comprehension
& Vocabulary

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Literacy Connections

Word Study - Working and Playing with Words

"Of course, we were also taught some reading and spelling rules such as, "When two vowels go walking, the first one does the talking." But did you know that this rule, like many others that we were taught, holds true less than fifty percent of the time? (Clymer, 1996) Not only do these precepts lack reliability, **but the teaching of rules is not really the best way to help our students learn.** We learn best by active involvement and practice with the task at hand, which allow us to see word and letter patterns for ourselves. Research suggests that the brain is a *pattern detector*, rather than an *applier of rules* (Cunningham, 2004). If our brains are indeed "pattern detectors," then we should provide our students with plenty of opportunity to investigate and organize those patterns." Literacy Connections www.literacyconnections.com

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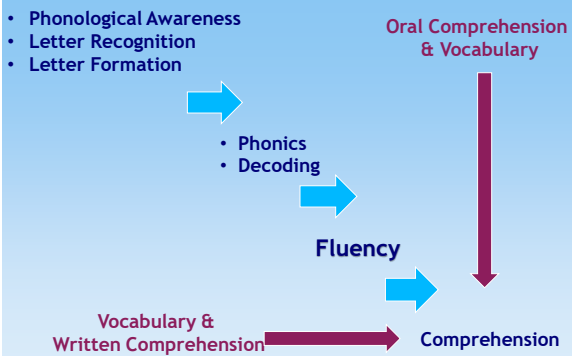
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Chair



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Progression Towards Fluency

Sound fluent (visual drill)

a



Syllable fluent (blending drill; CVC reading)

top



Multi-syllable fluent (Syllabication)

cl	cl
te	pt
v	c

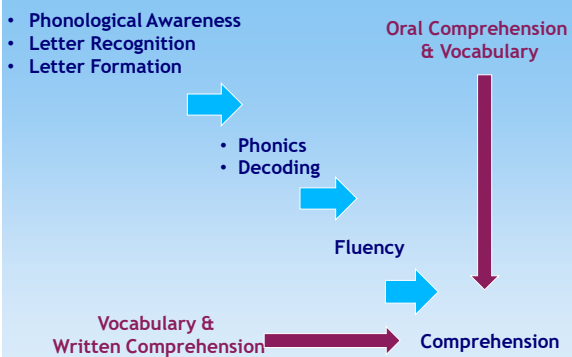


Connected text fluent



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What does the IDA recommend for dyslexic and struggling readers?

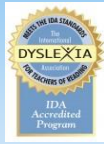


*"The principles of instruction and content of a **Multisensory Structured Language** program are **ESSENTIAL** for effective teaching methodologies."*

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The IDA now uses the term Structured Literacy



Multisensory Structured Language = Structured Literacy

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Common Components of MSL

- Alphabet sequence and letter naming
- Phonological awareness **activities including blending and segmenting**
- Handwriting practice - explicit instruction with letter formation
- Direct instruction of a new letter/sound or spelling concept
- **Spelling** dictated sounds to **integrate reading and spelling**
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- **Oral language practice** and written comprehension

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Accredited MSL Certification Courses

	Teaching	Instructor of Teaching	Therapy	Instructor of Therapy
Degree	Bachelors	Bachelors	Masters	Masters
Course Work	45 hours	90 hours	200 hours	
Practicum/ Internship	60 hours	600 hours	700/500/350	2100
Direct Observations	5	direct observation by trainer	10/15/20	
Minimum Period	9 months	1 cycle of teacher training	24 months	3 years Certified MSLE Therapist 2 year internship
CEUs	30 hours over 3 years	30 hours over 3 years	30 hours over 3 years	30 hours over 3 years

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Grass Root Parent Organizations Decoding Dyslexia

**DD MOVEMENT
WE HAVE ARRIVED
50 U.S. STATES,
4 CANADIAN
PROVINCES
AND COUNTING...**



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Dyslexia Laws in the United States



International Dyslexia Association 2018

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New Jersey Law

“The State Board of Education shall, as part of the professional development requirement established by the State board for public school teaching staff members, require **certain** teaching staff members to annually complete at least **two hours** of professional development instruction on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia.”

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Arkansas Law

“A dyslexia therapist is defined in the law as a professional who has completed training and obtained **certification in dyslexia therapy from a dyslexia therapist training program** (A.C.A. § 6-41-602). A school district shall have individuals serving as dyslexia interventionists at the therapeutic level, **no later than the 2015-2016** school year (A.C.A. § 6-41-601 et seq.).”

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Students With Dyslexia often have difficulty with...

- Letter/sound relationships
- Reversals (b/d, s/z, etc.)
- Sight word recognition
- Rhyming
- Letter formation
- Object naming/word retrieval
- Decoding multisyllable words
- Spelling

Students Without Dyslexia may have difficulty with...

- Letter/sound relationships
- Reversals (b/d, s/z, etc.)
- Sight word recognition
- Rhyming
- Letter formation
- Object naming/word retrieval
- Decoding multisyllable words
- Spelling

Dyslexia is diagnosed based on...
Frequency and Severity

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Recognizing Dyslexia

***Only a licensed psychologist can diagnose dyslexia (medical term)**

Informal assessments to determine if testing is needed:

- ✓ Phonological Awareness Skills
- ✓ Pseudoword decoding
- ✓ Spelling
- ✓ Reading fluency - accuracy

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Pseudowords

Students should be able to apply what they know about the patterns to unfamiliar words:

tir	thig	frob	splab
pate	dite	fleam	loat
purt	blorn	joil	taun

Extirpate
Constantinople

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Recognizing Dyslexia

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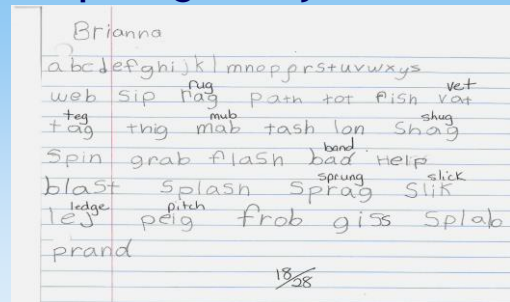
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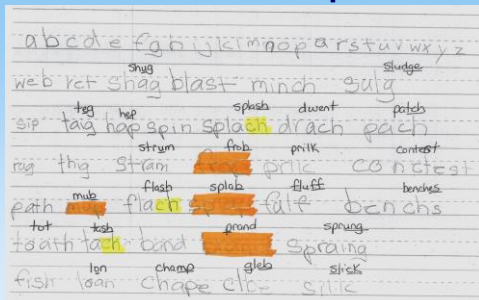
Spelling - Analyze This...



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Which Skills to Emphasize?



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The mouse ran into a hole by the tree.



The mouse ran into a hole by the tree.

Comprehension Questions

Why did the mouse run into the hole?

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Reading: Decoding and Fluency Simulation 10% of Words Missing

Worldwide, many strains of [redacted] are already [redacted] to all [redacted] except [redacted]. Emergence of forms lacking [redacted] to [redacted] signifies that [redacted] untreatable by every known [redacted] are on their way. [redacted] a major cause of hospital-acquired [redacted] has thus moved one step closer to becoming an unstoppable killer.

The looming threat of [redacted] is just the latest twist in an [redacted] public health nightmare: increasing [redacted] to many [redacted] that once cured bacterial [redacted] readily. Ever since [redacted] became widely available in the 1940s, they have been hailed as miracle drugs--magic bullets able to eliminate [redacted] without doing much harm to the cells of treated [redacted]. Yet with each passing decade, [redacted] that defy not only single but multiple [redacted] and therefore are extremely difficult to control--have become increasingly common.

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What Keeps LD Students from Reading Success?

Is it...

Intelligence?

LD definition is average or above IQ.

Prior knowledge or background?

Not always. Often have rich background.

Context clues?

Works only when subject matter very familiar

Skipping/Guessing?

Works only when subject matter very familiar

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VCCV Pattern - Three Syllables



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Oxford Dictionary

615,000 words in Oxford Unabridged:

30% Anglo-Saxon

65% Romance and Greek

5% Other



The average student needs to acquire ~3000 words per year to graduate HS

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101 Words Using the Root "tele"

telecast	telepathic
teleceptor	telepathy
telecommunication	telephoto
teledactyle	teleplay
telegenic	teleport
telegram	telescope
telegraph	teleseismic
telekinesis	telethon
telekinetic	Teletype

....and many more!

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Roots In the Curriculum

Math Words



triangle
circumference
quadrilateral

Science

biology
thermometer
photosynthesis

Social Studies

geography
expedition
structure

Art Words

monoprint
lithograph
achromatic



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Syllabication Sequence

Common Syllable Types

Closed	Short vowel	him	pic/nic
Open	Long single vowel	we	po/go
Silent-E	Silent e at end	bake	mis/take
Consonant-le	Final syllable = Consonant + LE	puzzle	table
Vowel Teams	Vowel pair, 1 long sound	seat	sailboat
R-control	R after vowel obscures sound	fur	barber
Diphthong	Vowel pair makes new sound	oil	sawdust
Multisyllable Words			
High frequency/Non-phonetic words		is, has, done	

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Beginning First Grade Reading

Leveled Reader

It was time to take the books back to the library. "We had ten books, " said the teacher. "But now we have nine! We must find the lost book."

Controlled Reader

Chuck the duck is sick. He has a chill and a bad neck. His back is bad and he can not quack. Zack and Mom get Chuck in to see the vet.

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Oral Comprehension

Main Character:

Goal:

Conflict:

Resolution:

Conclusion:

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How Does MSL Address These Difficulties?

Attention difficulties

short, multisensory activities; repetition; structured lessons

Processing Speed?

continuous review; repetition - drill, dictation, red words

Working memory?

continuous review; repetition - drill, dictation, red words

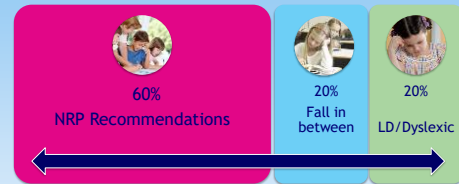
Auditory processing?

phonological awareness, auditory drill, vowel/skill intensives, fingertapping (phoneme isolation)

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Reading Mastery Continuum



65% of 4th Graders in the United States read below proficiency levels
2013 NAEP (National Assessment of Educational Progress)

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OrtonGillinghamWeekly.com



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DYSLEXIA AFFECTS 1 IN 5 KIDS

WE ARE THE MISSING LINK

Orton-Gillingham Training | Consulting | Certification

Orton-Gillingham multisensory instruction transforms struggling readers into skilled learners through our effective, evidence-based approach.

- Effective for all learners; General Education, LD, Dyslexic, ADD and ELL
- Whole class, small group, and remediation
- Course materials included
- Free Members Area access
- Graduate credits available



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