


**Insights and Recommendations
for Parent Education**
 14th Annual State Dyslexia
 Summer Institute

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 August 4, 2009


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Parents basically have 3 questions...

1. What is wrong with my child?
2. How can the school help my child?
3. How can I help my child at home?



**1. What is wrong
with my child?**



**Learning to read is
NOT a natural process**

- Unlike learning to *speak* the language of one's culture by being immersed in that language.....
- learning to *read and to spell* a culturally invented written language, requires instruction in how that language is structured.

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- Reading is a process in which the reader translates symbols on a page into words and then attaches meaning to those words.
- The reader reads to gain information.

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Skilled Reading


Foundational Skills: 1. _____ 2. _____
3. _____ 4. _____

Decoding	F L U E N C Y	Comprehension
1. 2. 3. 4.		1. 2. 3. 4.

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Stage 0

- Pre-reading stage
- Solid foundation for reading is built
- Ages 6 months to 6 years




Chall's Stages of Reading Development

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Stage 1

- Learning the code
- Beginning of first grade through beginning of second grade




Chall's Stages of Reading Development

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Stage 2

- Confirmation and fluency
 - *Practice builds automaticity*
- Vital for developing fluency
- Second and third grade




Chall's Stages of Reading Development

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Stage 3

- Tables turn
- Reading to learn
 - *comprehension become focus of instruction*
- Fourth grade through eighth grade



Chall's Stages of Reading Development


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Stage 4

- Reading from multiple viewpoints
- Ninth grade through twelve grade

Stage 5

- Construction and reconstruction
- College and beyond



Chall's Stages of Reading Development

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Current research

Reading research supported by:

- *National Institute of Child Health and Human Development (NICHD),*
- *International Dyslexia Association (IDA),*
- Universities and medical centers

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National Reading Panel report

- The National Reading Panel was commissioned by US Congress 1997 and reported in 2000.

Meta-analysis of reading research to answer the questions:

- How do children learn to read?
- Why do some children fail to learn to read?
- How can we prevent reading failure?

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Effective reading instruction includes *direct* instruction in:

1. _____
2. _____
3. _____
4. _____
5. _____

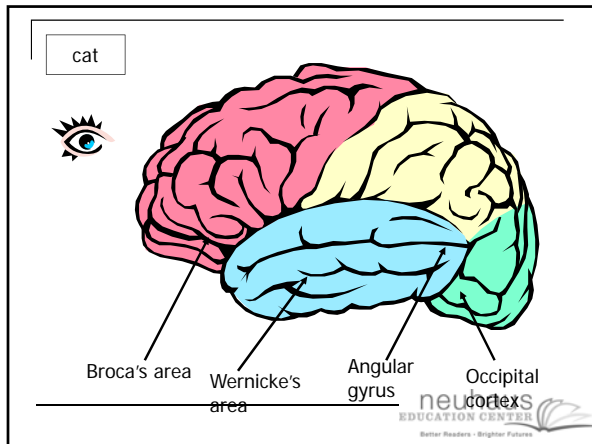
source:
NRP report-2000

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- “Reading relies on the same brain circuits already in place for language”.

(Shaywitz et al., 2002)

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■ **What is dyslexia?**

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Is dyslexia a new term?

The term dyslexia has been used since 1887. The term was first used by Dr. Rudolph Berlin, a German ophthalmologist.

Dyslexia: Theory and Practice
Uhry and Clark 2004 p.24


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Is dyslexia a new term?

Dr. Orton

- Identified the syndrome of specific language disability
- Separated disabled readers from students with mental retardation, brain damage, and primary emotional disturbances.
- Proposed a system for diagnosis
- Outlined principles of remediation for disabled readers


Dyslexia, Uhry p. 142-5


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Anna Gillingham

- Psychologist and Teacher
- Analyzed and organized the English language for the teaching procedures that Dr. Orton devised (1930's)
- Trained teachers to use this system

Dyslexia, Uhry p. 142-5


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- **Dispelling the myths**


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▪ **Do dyslexics see things backwards?**

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Do dyslexics see things backwards?

When students were asked to copy designs and Hebrew alphabet letters, the dyslexics did as well as the non-dyslexics.

Vellutino, 1986

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▪ **Do dyslexic students make more reversal errors than other students?**

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Do dyslexic students make more reversal errors than other students?

Researchers have found that while dyslexic students make *more* errors than proficient readers, the *percentage* of reversal errors is *not* significantly different for the two groups.

Source:
N.I.C.H.D.



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▪ **How is a dyslexic reader different from a skilled reader?**

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How is a dyslexic reader different from a skilled reader?


Dyslexic readers do not pick up the patterns of a language.

- _____ level 
- _____ level 

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How is a dyslexic reader different from a normal reader?

On a phonological level, they have difficulty with...



- rhyming
- identifying the number of words in a sentence
- identifying syllables in a word
- identifying individual sounds in a word

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How is a dyslexic reader different from a skilled reader?

Deficits in phonological awareness reflect the core deficit in dyslexic readers.

Source:
N.I.C.H.D.

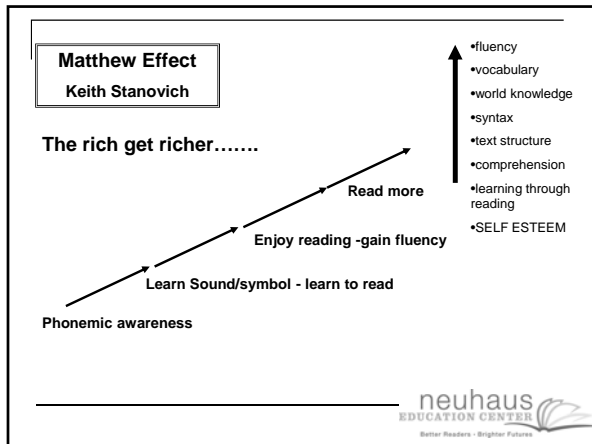
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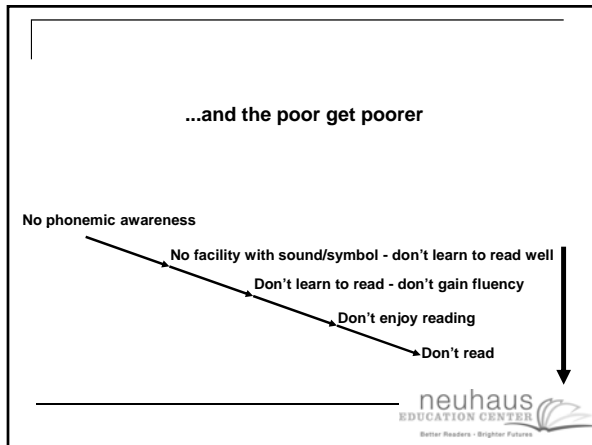
How is a dyslexic reader different from a skilled reader?

The best predictor of reading ability/disability from kindergarten and first grade test performance is phoneme segmentation ability.

Source:
N.I.C. H.D.

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How is a dyslexic reader different from a skilled reader?

On an orthographic level, dyslexics have difficulty

- grouping common letter groups such as *tch, igh, str*
- knowing how to pronounce the vowels
- dividing words into syllables

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How is a dyslexic reader different from a skilled reader?

The ability to read and comprehend depends upon rapid and *automatic* recognition and decoding of single words.

Source:
N.I.C.H.D.

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How is a dyslexic reader different from a skilled reader?

Another core deficit...

- In addition to a weakness in phonological awareness, there may also be a weakness in the ability to name in rapid succession.

(Double deficit)

Source:
N.I.C.H.D.

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How is a dyslexic reader different from skilled reader?

Dyslexia is a specific language-based disorder ...characterized by difficulties with *single word decoding*... resulting from a *deficit in the phonological component* of language...


Source: N.I.C.H.D.

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Dyslexia is....

- **Dyslexia is a specific learning disability that is neurological in origin. It is characterized by...**
 - difficulties with accurate and / or fluent word recognition, and
 - by poor spelling and decoding abilities.
- **These difficulties typically result from....**
 - a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.


Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD).

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Dyslexia is...(continued)

- **Secondary consequences may include problems in reading comprehension, and**
- **reduced reading experience that can impede growth of vocabulary and background knowledge.**


Source: IDA and NICHD

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Developmental Dyslexia

- _____ weakness is primary.
- Other components of the _____ system are intact.
- Reading impairment is at the level of _____ the single word both accurately and fluently.
- _____ scores are not affected and may be in the superior or gifted range.
- Present from birth

*Overcoming Dyslexia
By Sally Shaywitz*

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2. How can the school help my child?

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Laws relating to dyslexia

I.D.E.A. Special Ed Law 1975 ... 2004	Federal Law (funded) 13 categories	•Specific Learning Disability (SLD) •Must qualify •Design an IEP
Section 504 Rehabilitation Act 1973 & Americans with Disabilities Act	Federal Law (no funding)	•Accommodations •Least restrictive environment (LRE)
Texas Dyslexia Law 1986	State Law (no specific funding)	<i>Dyslexia Handbook</i> provides interpretation and direction

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How do students qualify for Special education?


- A referral
- A psycho-educational evaluation
(TX = 16 point discrepancy or RTI)
- Admission, Review, and Dismissal (ARD) Committee meeting
- Individualized Educational Plan (IEP)

www.tea.state.tx.us/special.ed/

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**Section 504
Rehabilitation Act of 1973**

- No funding
General civil rights legislation =
(a disability that substantially limits a major life activity, such as ...*learning*...)
- Allows for accommodations
- May provide assistance for the LD students who do not qualify under IDEA.


www.ed.gov

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THE
DYSLEXIA
HANDBOOK
REVISED 2007

Procedures Concerning
Dyslexia and Related Disorders


TEXAS EDUCATION AGENCY • ACTS 2001, 2004 • FEBRUARY 2007


www.region10.org/dyslexia/


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**Definitions and
Characteristics of Dyslexia**

The student who struggles with
reading, writing, and/or spelling often
puzzles teachers and parents.

 P.1


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“Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.



“Related disorders includes disorders similar to or related to dyslexia such as developmental auditory imperception, dysphasia, specific developmental dyslexia developmental dysgraphia, and developmental spelling disability.




May be associated with dyslexia...

- difficulty with phonological awareness
- difficulty learning the names of letters
- difficulty learning the sounds of letters
- difficulty reading single words in isolation
- difficulty decoding nonsense words
- inaccurate and labored oral reading
- lack of reading fluency



- difficulty in word finding and rapid naming
- difficulty with reading comprehension
- difficulty learning to spell
- difficulty with written composition
- family history of similar problems


Texas Education Code 38.003



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Domains to assess to determine dyslexia program eligibility

- Decoding (reading real and non-words)
- Phonological awareness
- Letter knowledge (name and sound)
- Rapid naming
- Reading fluency
- Reading comprehension
- Written spelling



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- **Reading research and the Texas Dyslexia Handbook agree on how to teach dyslexic students to read.**

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Instruction for Students with Dyslexia


- School districts may purchase a reading program or develop their own reading program for students with dyslexia and related disorders as long as the **program is characterized by the descriptors** found in *The Dyslexia Handbook*.


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Components of instruction should include:


- _____
- Graphophonemic knowledge [_____]
- _____
- _____
- Process Oriented


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Instructional Strategies

- Explicit
- Direct
- Systematic
- _____
- Cumulative
- Individualized
- Intensive
- Meaning Based
- _____



 p. 12-13


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Multisensory Structured Language Education (MSLE)

Includes *direct* instruction in:

- _____
- _____
- _____
- _____
- _____

In a multisensory, structured, sequential, *intensive* reading intervention curriculum

NICHD & IDA fact sheet www.imslec.org




What does it mean to be an **ORTON-GILLINGHAM** reading curriculum?

Structured, sequential, cumulative curriculum which includes intensive instruction in:

- Phonology
- Sound/symbol association
- Syllable instruction
- Morphology
- Syntax
- Semantics


Using multisensory and discovery strategies

IDA FACT SHEET www.interdys.org



Demonstrate your solutions

- Describe how *your school's* reading program follows the guidelines.
- Set up demonstration stations to engage parents in components of instruction.
- Make "fly on the wall" video or slide show.



3. How can I help my child at home?

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Learn about reading and dyslexia

- #1 _____
- Read about learning and reading difficulties
 - *Overcoming Dyslexia* (Shaywitz)
 - *Straight Talk About Reading* (Hall and Moats)
 - *Basic Facts about Dyslexia and Other Reading Problems* (Moats and Dakin)

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Reinforce reading skills

- Build oral language and _____
 - Read to your child at their listening level (above their reading level)
 - Ask conversation-provoking questions
 - Listen to the answers
 - Nurture areas of expertise
 - Take family field trips to learn new things
 - Discuss and share experiences
 - Ask "What if?" questions




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Reinforce reading skills

Practice _____ strategies

- Help your child choose a variety of subjects to read about
- Ask meaningful questions
 - Who, What, When, Where, How and Why?
 - What happened first, next?
 - What would you do?
 - What did you like about the story?
 - What was new to you?
- Listen to the answers




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Reinforce reading skills

Build _____ skills

Read with your child at his easy reading level

- "Lots of easy reading makes reading easy!"
- Connected decodable texts
 - *Family Fun with Fluency Kit, for example*
 - *Practice irregular words with rapid naming chart*



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Discover and nurture the child's areas of expertise


Help your child become an expert...

- Go to the library for books on the subject.
- Visit the museum or zoo to do *research*.
- Ask questions and listen to friends and teachers who are experts on the subject.
- Create opportunities to learn by experience.
- Join an interest group or club.

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Be positive

- Demonstrate interest in what s/he is learning at school
- Support and encourage your child's strengths
- Show confidence in his/her abilities
- Be proactive and involved in your child's education inside and outside the school
- Talk to your child about dyslexia



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Can dyslexic individuals be successful in life?



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YES!! They CAN!

This is the most important message to give to parents.



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