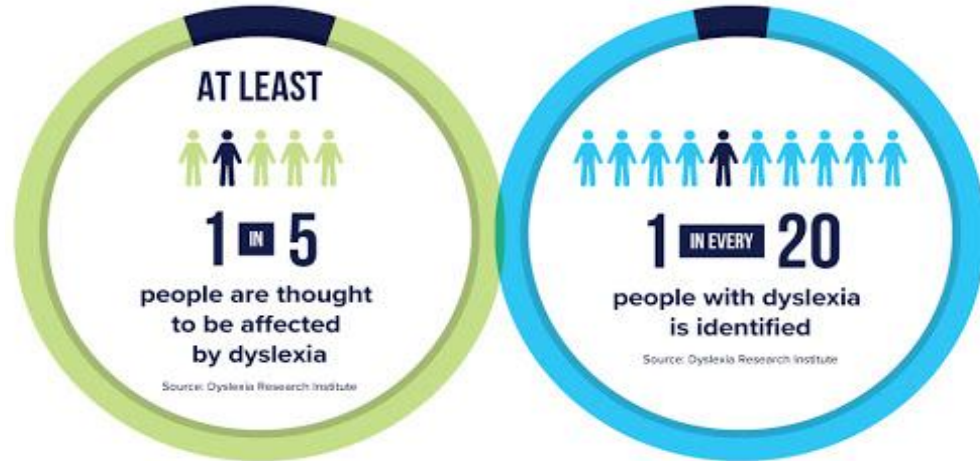


# Dyslexia Basics: A Parent Workshop



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# Special Education Classifications

Auditory Impairment  
Autistic  
Communication Impaired  
Deaf/Blind  
Emotionally Disturbed  
Intellectual Disability  
Multiply Disabled  
Other Health Impaired  
Orthopedically Impaired  
Preschool child Disability  
Social Maladjustment  
Specific Learning Disability\*  
Traumatic Brain Injury  
Visually Impaired

# Specific Learning Disability

- ❑ A significant discrepancy between academic achievement and intellectual abilities.
- ❑ The disability adversely affects the student's educational performance.
- ❑ Not the result of some other handicap
- ❑ In one or more areas:

- ❑ Basic reading skills
- ❑ Reading comprehension
- ❑ Fluency
- ❑ Oral expression
- ❑ Listening comprehension
- ❑ Written expression
- ❑ Mathematical calculation
- ❑ Mathematics reasoning



Related to Dyslexia

Can be affected by Dyslexia

# Dyslexia Definition

dys = difficulty

lex = words

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

# Definition Explained



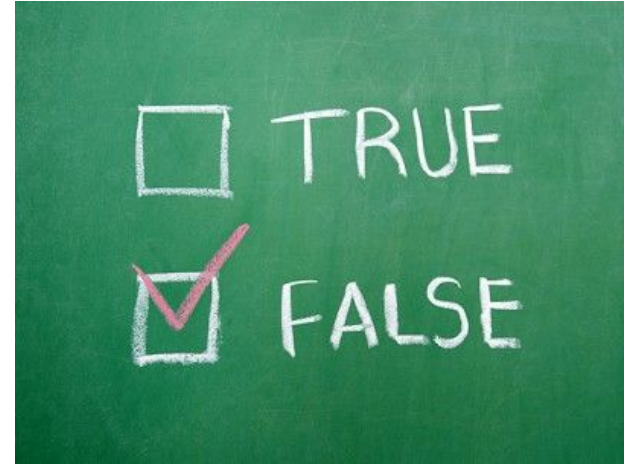
- Affects more than one academic area & occurs despite adequate intelligence
- How the individual is "wired". Brain processes and interprets information differently
- Insufficient speed and accuracy in reading of single printed words
- Difficulty in spelling & decoding based on *phonics* [letter-sound relationship]
- Difficulty remembering, pronouncing, or thinking about speech sounds
- Occurred despite adequate intelligence, typical classroom instruction, and opportunities to learn
- Limited reading leads to problems with vocabulary, comprehension, and a lack of background knowledge

# Basics of Dyslexia

- ❑ Affects 1 in 5 students / 20% of the population
- ❑ Nearly the same percentage of males and females
- ❑ Nearly the same percentage of people from different ethnic and socioeconomic backgrounds.
- ❑ Runs in families; parents to child ~ 50%
- ❑ Often occurs with other disabilities: ADHD\*, Anxiety, Dysgraphia, Dyscalculia
- ❑ No one test is available to diagnose dyslexia; "ruling out" process.
- ❑ No known cause
- ❑ fMRI scans show a distinct difference in dyslexic brain activity when dealing with language
- ❑ Strengths in other areas such as: reasoning, critical thinking, mathematics, sciences, arts
  - ❑ entrepreneurs, artists, inventors, scientists, leaders

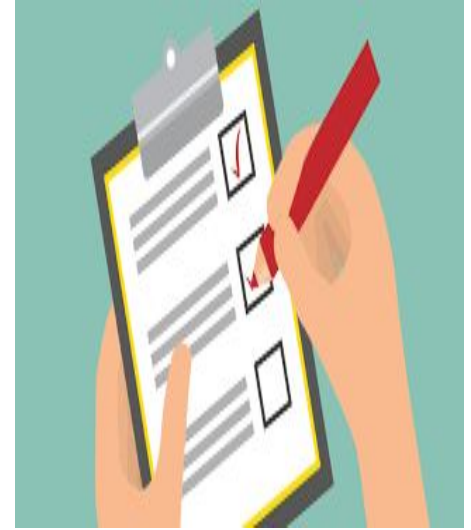
# Common Myths Debunked

- Not just seeing letters backwards
- Not primarily a visual problem
- Not curable/cannot "grow out of it"
- Not from lack of exposure to text
- Not caused by lack of motivation or lack of interest in reading



# Warning Signs

- Difficulty with Rhyme
- Difficulty with letter ID/Sound
- Speech Delays
- Fine motor issues, handwriting issues
- Reversals, directionality
- Slow to read, laborious reading, does not read for pleasure
- Struggles to retrieve words
- Uses Imprecise, vague language
- Misreads/skips small words ... i.e. is, on, the, a/an
- "Word Guesses" when reading
- Confuses words that look alike.. i.e. volcano-tornado
- Difficulty with rote memory tasks.. i.e. Phone #'s, times tables
- Extreme Difficulty learning foreign language
- Disparity between listening comprehension & reading comprehension





# The Effects of Dyslexia

- The impact of dyslexia...
  - is different for each person.
  - depends on the severity of the condition.
  - depends on the effectiveness of instruction / remediation.
  - depends on presence of other conditions or disabilities.
- Dyslexia ....
  - can affect self image.
  - can cause stress and anxiety,
    - especially during situations involving reading
- The effects of dyslexia reach beyond the classroom.



# Screening

*"A board of education shall ensure that each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to section 2 of this act no later than the student's completion of the first semester of the second grade." N.J.A.C. 6A:14*

- "Potential indicators of dyslexia or other reading disabilities"
- Done before 2nd semester of 2nd grade
- Conducted by trained personnel
- Newly enrolled students within 90 days
- Screening instrument determined by the district; recommendations provided by NJDOE

## Potential Indicators

- ★ Difficulty in acquiring language skills
- ★ Inability to comprehend oral or written language
- ★ Difficulty in rhyming words;
- ★ Difficulty in naming letters,
- ★ Difficulty recognizing letters,
- ★ Difficulty matching letters to sounds,
- ★ Difficulty blending sounds when speaking
- ★ Difficulty blending sounds when reading words
- ★ Difficulty recognizing and remembering sight words
- ★ Consistent transposition of number sequences
- ★ Letter reversals, inversions, and substitutions
- ★ Trouble in replication of content

# Assessment

*"If a student possesses one or more potential indicators of dyslexia or other reading disabilities, the board of education shall ensure that the student receives a comprehensive assessment for the learning disorder." N.J.A.C. 6A:14*

## Background Information :

- Family history
- Developmental delays ( speech, etc.)
- Hearing issues / Visual issues
- Existence of *comorbidity*:
  - ADHD, anxiety and other disorders can impact learning and/or social and emotional development.
- History of reading/spelling difficulties

## Battery of Tests:

- Phonological awareness
- Phonemic awareness
- Rapid automatic naming
- Processing speed
- Orthographic coding
- Morphological awareness
- Memory span
- Working memory
- Receptive / Expressive Language
- Listening Comprehension

# Intervention

*"In the event that a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the board of education shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension." N.J.A.C. 6A:14*

## → **Structured Literacy:**

- ◆ Explicitly teaches systematic word-identification/decoding strategies. These benefit most students and are vital for those with dyslexia. (IDA, Structured Literacy Primer)

## → **Orton-Gillingham:**

- ◆ The International Dyslexia Association states that effective programs for students with dyslexia vary in the extent to which they claim adherence to Orton-Gillingham practices.

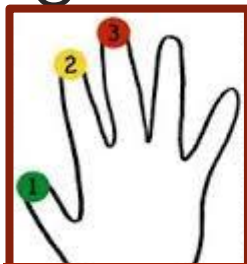
## → **Some Programs:**

- ◆ Orton Gillingham, Project Read, Wilson Foundations/ Wilson Reading, Sounds in Syllables, Lindamood-Bell, Sonday System, SPIRE, Phonics First

# Structured Language Literacy Approach

Multisensory

- Visual auditory & kinesthetic



Finger Spelling



Red Words



Card Park of Sounds

Systematic

- Structured and organized

Cumulative

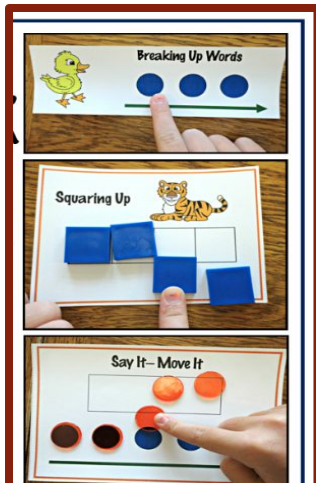
- Gradual build up with repeated review of previous material

Direct

- Direct instruction of new material

Sequential

- Levels of instruction



Phonemic Awareness



Word Lists



Controlled Reading



Tracing

# Some Classroom Strategies for Students with Dyslexia

- ❑ Clarify / Simplify / Repeat directions
- ❑ Visuals and work samples
- ❑ Highlight essential information; Use cues to indicate importance
- ❑ Placeholders, trackers
- ❑ Provide/pre-teach vocabulary
- ❑ Graphic organizers, checklists
- ❑ Assistive technology: speech to text/ text to speech, audio books
- ❑ Explicit instruction
- ❑ Extra practice
- ❑ Cumulative review
- ❑ Provide lesson notes
- ❑ Provide extra time
- ❑ Tests/Assignments: fewer questions, word banks, question types, do not count spelling
  - ❑ options to show knowledge: verbal responses, presentations, drawing, etc.

practice

practice

practice

practice

# Find Certified Practitioners

## FDU Center for Dyslexia Studies

<https://www.fdu.edu/academics/centers-institutes/dyslexia-study>

## Center for Effective Reading Instruction

<https://effectivereading.org/provider-listings/>

## Wilson Language Training

<https://www.wilsonlanguage.com/>

## Academy of Orton- Gillingham Practitioners & Educators

<https://www.ortonacademy.org/>

## The Institute for Multisensory Education

<https://www.orton-gillingham.com/>

## Trained vs Certified

- ◆ Programs vary
  - 1-2 days - 30-hours to 2 years

## Investigate the path to certification.

- ◆ Online, In-person,
- ◆ Duration
- ◆ IMSLEC accredited

## Personality matters

- ◆ Find the right fit for YOUR child

## Cost ( private 1:1 sessions)

- ◆ \$75-\$200 per session.
- ◆ Varies, based on **background, experience, education, training**

# Helpful Resources



Decoding Dyslexia @ <https://decodingdyslexianj.org/>

IDA, The Dyslexia Handbook What Every Family Should Know @ <https://dyslexiaida.org/ida-dyslexia-handbook/>

International Dyslexia Association @ <https://dyslexiaida.org/>

Learning Disabilities Association @ <https://ldaamerica.org/>

National Center for Learning Disabilities @ <https://www.ncl.org/>

NJDOE, DyslexiaHandbook.pdf @ <https://www.state.nj.us/education/specialed/dyslexia/NJDyslexiaHandbook.pdf>

NJDOE Special Education Code @ <https://www.state.nj.us/education/code/current/title6a/chap14.pdf>

NJDOE Dyslexia Bills @ [https://www.njleg.statelj.us/2012/Bills/PL13/210\\_PDF](https://www.njleg.statelj.us/2012/Bills/PL13/210_PDF)

*Shaywitz, S. (2003). Overcoming Dyslexia, Random House, NY*

The Yale Center for Dyslexia & Creativity @ <http://dyslexia.yale.edu/>