



# DYSLEXIA UPDATE

# DYSLEXIA 101

SOME 102

AND A LITTLE BIT OF 103



# RESOURCES

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Regions 7 & 10

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The Dyslexia Handbook

# Dyslexia

- What it is
- What it is not
- What to do

# Research Based Definition

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



# Dyslexia Fact and Myth Quiz

True or False



Dyslexia is one specific type of learning disability.

TRUE

# Specific learning disability

- ❑ **Dyslexia**

  - One specific type of learning disability

- ❑ **Dyslexia**

  - Not the same as the term “learning disability” that qualifies a student for special education

- ❑ **Dyslexia**

  - May exist along with other conditions such as ADHD or an oral language disorder



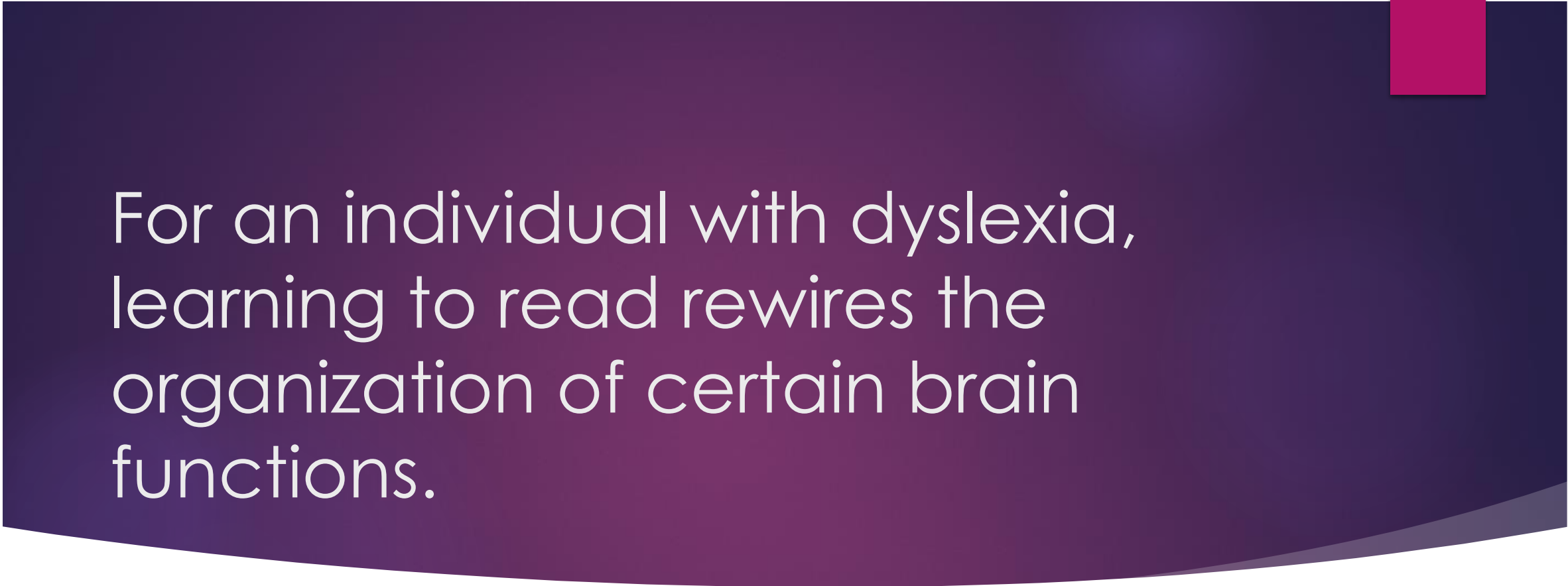
# DYSLEXIA

IS.....

- ▶ A specific type of learning disability

IS NOT.....

- ▶ A blanket term for all reading difficulties



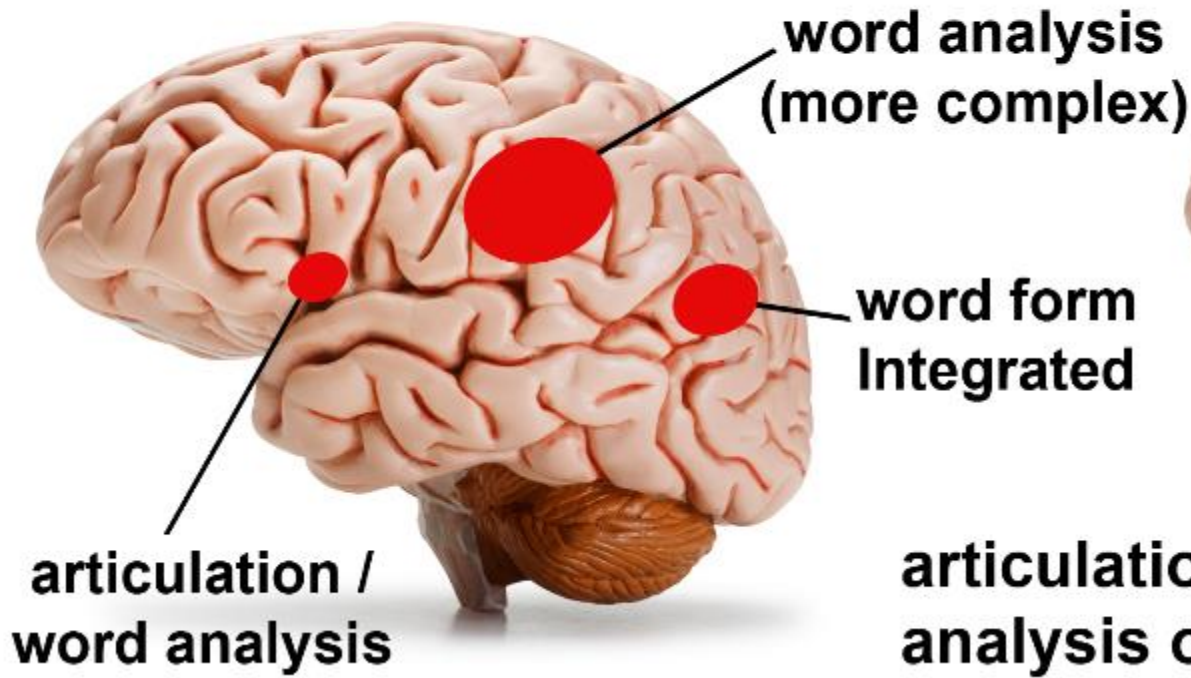
For an individual with dyslexia, learning to read rewires the organization of certain brain functions.

**TRUE**

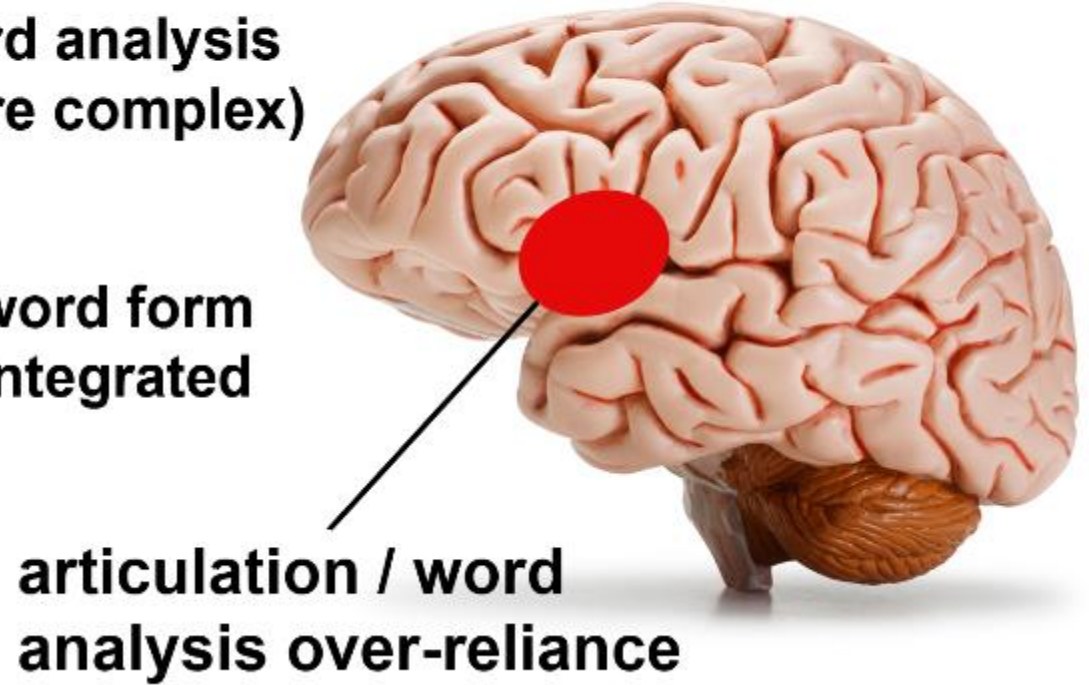
## “...neurobiological in origin”

- ❑ When a person has dyslexia, their brain works differently.
- ❑ These differences have been shown in structure, function and connections within the brain.

## Non - Impaired Reader



## Reader with Dyslexia



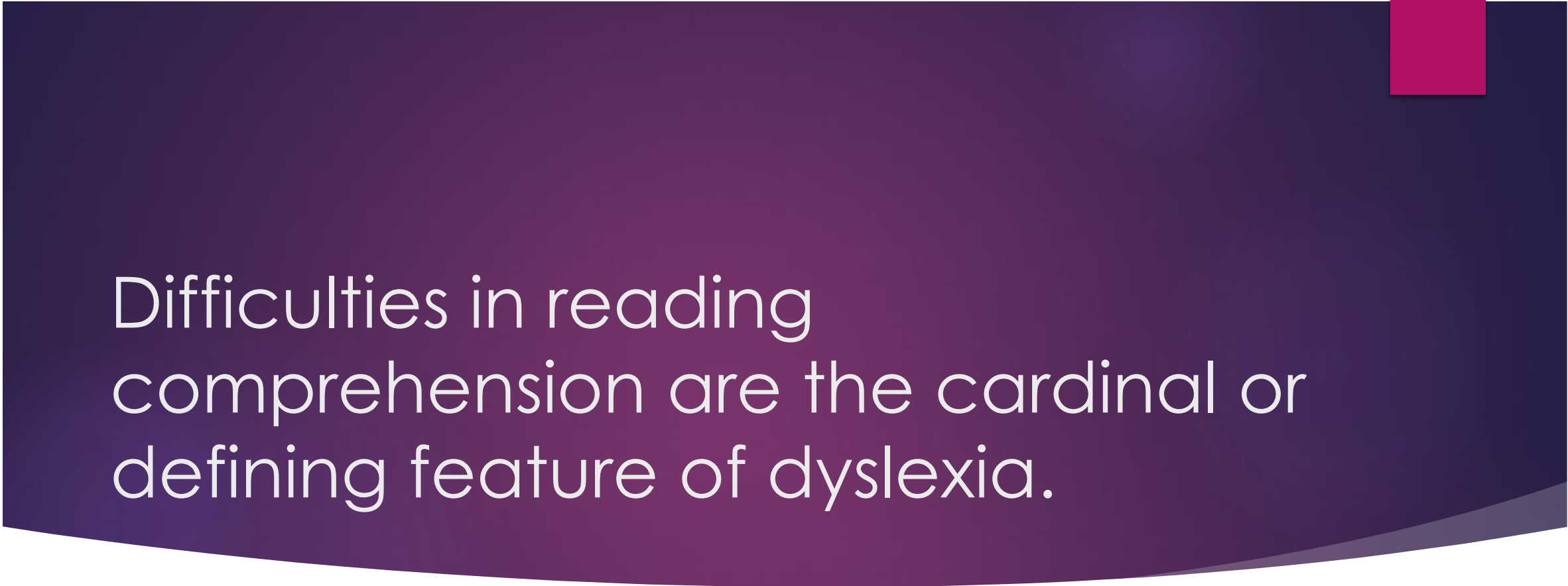
# DYSLEXIA

Is....

- A brain-based issue
- A lifelong condition

Is not...

- Curable



Difficulties in reading comprehension are the cardinal or defining feature of dyslexia.

**FALSE**

# “characterized by difficulties with”

- ❑ accurate and/or fluent word recognition,
- ❑ decoding
- ❑ poor spelling

## **What does this look like?**

- ❑ Difficulty with reading real words in isolation
- ❑ Difficulty with accurately decoding nonsense words
- ❑ Slow, inaccurate, or labored oral reading
- ❑ Difficulty with learning to spell
- ❑ Difficulty with rhyming
- ❑ Difficulty learning a foreign language

# DYSLEXIA

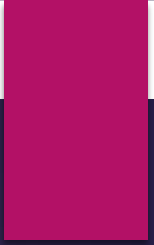
Is....

- A word recognition, decoding, spelling problem

Is not....

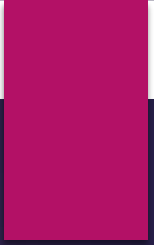
- A reading comprehension or written expression problem





Reversals of letters and letter sequences by elementary students are reliable indicators of dyslexia.

**FALSE**



Providing evaluation for colored lenses or colored overlays for students with dyslexia means your school is following evidence-based instruction.

**FALSE**



“...difficulties typically result from a deficit in the phonological component of language...”

- ❑ The development of phonological awareness, including segmenting, blending, and manipulating sounds in words
- ❑ Learning the names of letters and their associated sounds
- ❑ Phonological memory (holding information about sounds and words in memory)
- ❑ Rapid naming of familiar objects, colors, or letters of the alphabet

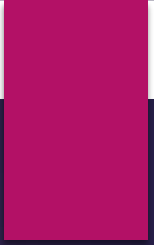
# DYSLEXIA

Is...

- ❑ The result of poor phonological processing

Is not...

- ❑ A visual problem



Students with dyslexia often are strong in academic areas that do not require reading and writing.

**TRUE**

“...unexpected in relation to other cognitive abilities and the provision of effective classroom instruction”

- ❑ It is a surprise that the child struggles to read
- ❑ The child has received adequate instruction
- ❑ Demonstrates adequate cognitive ability
- ❑ Is not a result of sociocultural opportunities

# DYSLEXIA

Is...

- ❖ unexpected

Is not...

- ❖ a result of poor instruction or limited educational opportunities

“...secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”

- ❑ If a child struggles to read, that child will read less
- ❑ A child who reads less, does not “practice” and does not improve as quickly as classmates
- ❑ A child who reads less learns fewer vocabulary words for reading comprehension



# Assessment & Identification

- ▶ “Early identification is critical because the earlier the intervention the easier it is to remediate.”
- ▶ “Inexpensive screening measures identify at-risk children in mid-kindergarten with 85% accuracy.”
- ▶ If intervention is not provided before the age of eight, the probability of reading difficulties continuing into high school is 75%.”

From Straight Talk about Reading, Hall and Moats (1999)

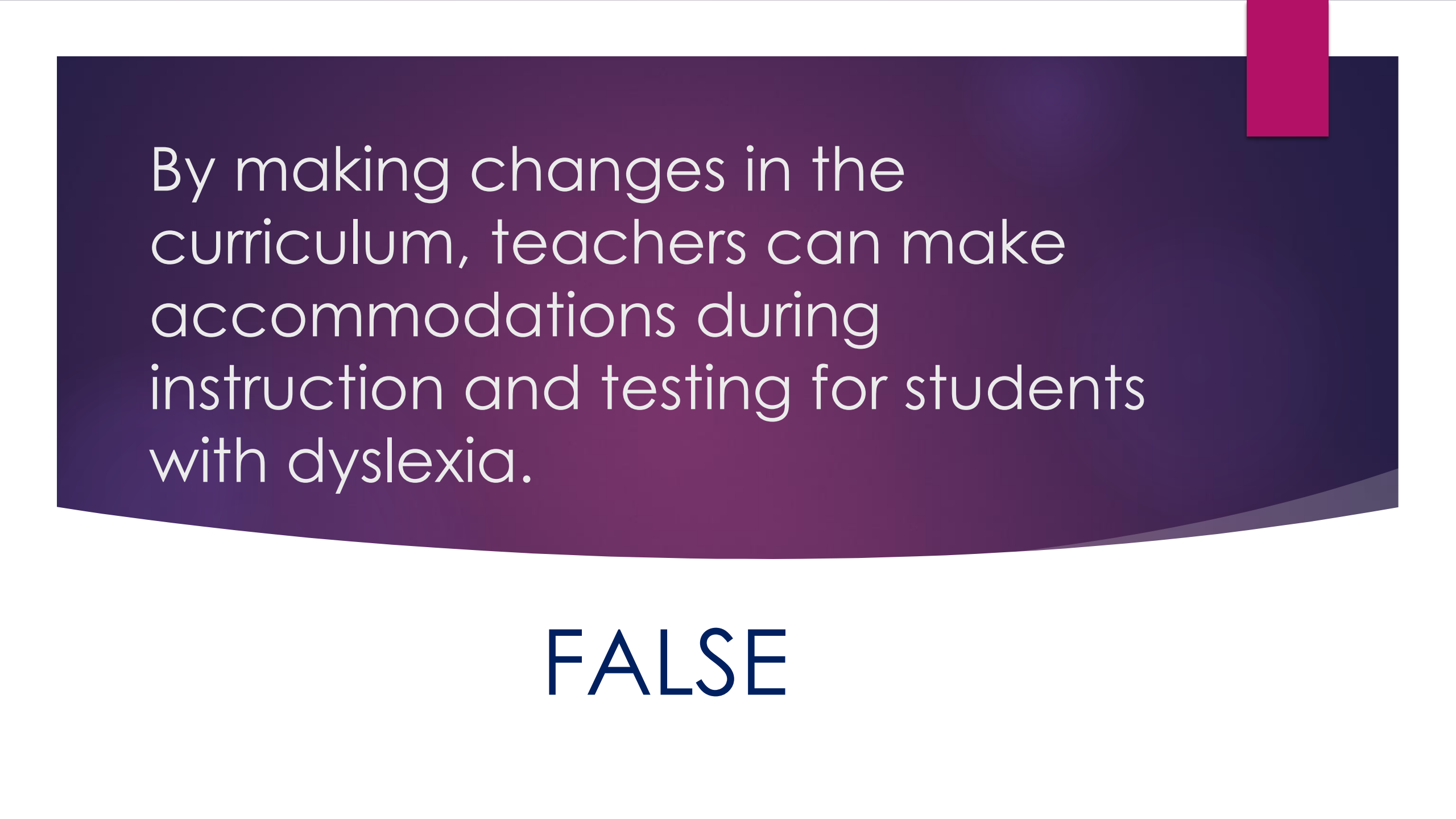
# DYSLEXIA IDENTIFICATION

- ▶ Does the student demonstrate one or more of the primary reading characteristics of dyslexia in addition to a spelling deficit?
- ▶ Are the reading and spelling difficulties the result of a phonological processing deficit?
- ▶ Are the deficits unexpected?
- ▶ Are there coexisting deficits that may complicate identification?

# SECTION 504

To be protected under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities.

Major life activities include caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, **READING**, concentrating, thinking, communicating, and working.



By making changes in the curriculum, teachers can make accommodations during instruction and testing for students with dyslexia.

**FALSE**

# ACCOMMODATIONS

Defined as:

Changing or altering

- Learning environment
- Materials
- Delivery method
- Number of answers

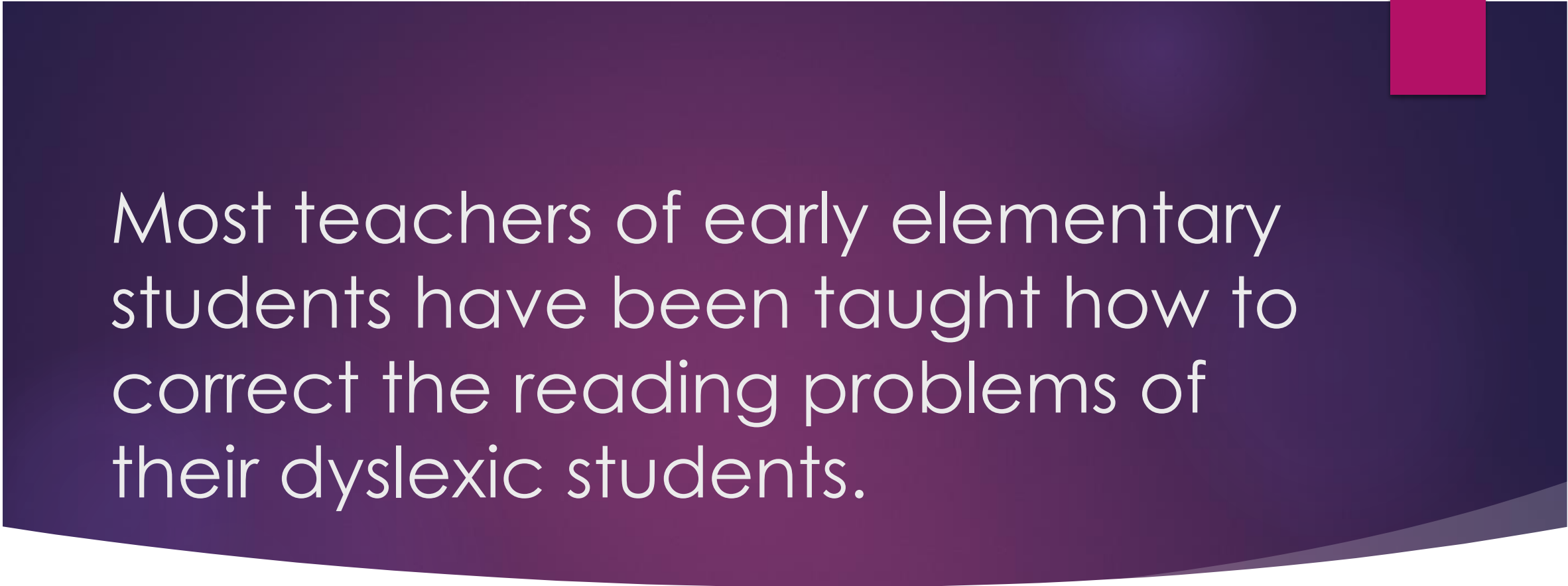
# ACCOMMODATIONS

Accommodations may be used.....

- ❑ To enhance the way instruction or materials are presented to a student.
- ❑ To provide different ways for a student to respond to instruction or materials without changing the content being addressed.

# ACCOMMODATIONS

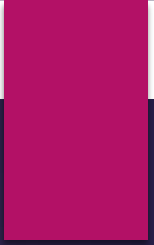
- What are the student's learning strengths and in which areas are improvements needed?
- What specialized instruction does the student need to master the grade-level TEKS?
- What accommodations will increase the student's access to appropriate instruction and assessment?
- What data support the continued use of an accommodation, or should the accommodation be changed or discontinued?



Most teachers of early elementary students have been taught how to correct the reading problems of their dyslexic students.

**FALSE**





Many students with dyslexia who receive early and appropriate treatment can read and write without difficulty.

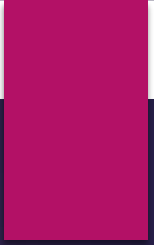
**TRUE**

# Children with Dyslexia can grow up to be Very **Successful**, just ask...

- ▼ Alexander Graham Bell
- ▼ Whoopi Goldberg
- ▼ Albert Einstein
- ▼ Walt Disney
- ▼ John Lennon
- ▼ Nolan Ryan
- ▼ Muhammad Ali
- ▼ Greg Louganis
- ▼ Steven Spielberg
- ▼ Jay Leno
- ▼ Henry Winkler
- ▼ Agatha Christie
- ▼ Tom Cruise
- ▼ Keira Knightley

# INSTRUCTION

- PHONOLOGICAL AWARENESS
- SOUND-SYMBOL ASSOCIATION
- SYLLABICATION
- ORTHOGRAPHY
- MORPHOLOGY
- SYNTAX
- READING COMPREHENSION
- READING FLUENCY



A number of computer programs have been written which can independently improve the reading deficits of persons with dyslexia.

False

# DELIVERY OF INSTRUCTION

- SIMULTANEOUS, MULTISENSORY
- SYSTEMATIC AND CUMULATIVE
- EXPLICIT INSTRUCTION
- DIAGNOSTIC TEACHING TO AUTOMATICITY
- SYNTHETIC INSTRUCTION
- ANALYTIC INSTRUCTION

# RELATED DISORDERS

**Texas Education Code 38.003**

Related disorders include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.



TECHNOLOGY

# TECHNOLOGY

Examples:

- ✓ Digital books
  - ✓ Learning Ally
- ✓ Text-to-speech software
- ✓ Speech-to-text software

Region 10

Techplan





WHY

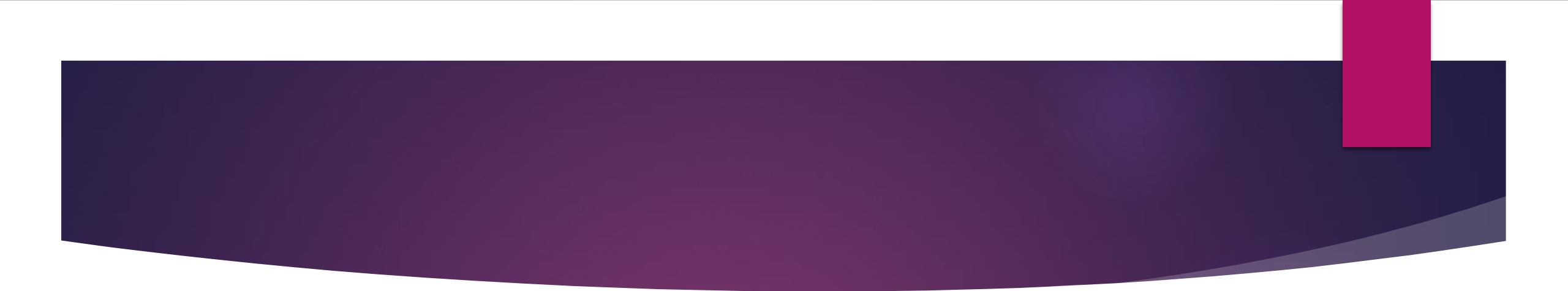
His teachers said that he was mentally slow,  
unsociable, and adrift in his foolish dreams.



**Albert Einstein**

*Most recognized and well-known scientists*

[www.ThePowerOfDyslexia.com](http://www.ThePowerOfDyslexia.com)



“The link between academic failure and delinquency, violence, and crime is welded to reading failure.”

-The Department of Justice