September 11th

all about….Cherry Lee

* Taught in AISD for 10 years
* 4 special ed; 6 regular ed (2 in 2nd/4 in 3rd)
* in graduate school, studying special education with a focus in dyslexia & educational diagnostics at Midwestern State University
* passions include reading, yoga, and family
* native Austinite, as are dad & grandparents & great grandparents
* have 3 children of my own – Madison (freshman at UT), Kitty (sophomore at Bowie HS) & Lillian (8th grader at Small green academy)
* website: www.dyslexiadrippingsprings.weebly.com
* What to do if you suspect a possible reading issue or dyslexia:
* Review/examine past history including: previous test scores, grades, home language survey, attendance, previous academic testing (can you rule out lack of background experiences, school opportunity, English as a second language as primary factors involved in reading disability)
* review Eduphoria notes & if possible speak with student’s teacher from year(s) before – is the reading deficit a pattern?
* Continue to collect data & email or speak to me about adding student to IST calendar as soon as you can
* Collect anecdotal notes, running records, and monitor progress
* Provide Tier 2 support if student is not meeting standards or making progress (10-15 minutes of additional support each day)
* Discuss Tier 3 support with instructional specialist if standards/progress not met
* Reading interventionist (myself) will provide you a teacher rating/observation form & obtain consent for screening from parent(s); parent(s) also complete a rating/observation form
* Signs of dyslexia / what to look for:

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

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

(2) “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.

http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

The International Dyslexia Association defines “dyslexia” in the following way:

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.

(Adopted by the International Dyslexia Association Board of Directors, November 12, 2002)

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling. Consequences may include difficulties in reading comprehension and/or written expression. These difficulties in phonological awareness are unexpected for the student’s age and educational level and are not primarily the result of language difference factors. Additionally, there is often a **family history** of similar difficulties.

The following are the primary reading/spelling characteristics of dyslexia:

* Difficulty reading words in isolation
* Difficulty accurately decoding unfamiliar words
* Difficulty with oral reading (slow, inaccurate, or labored)
* Difficulty spelling  It is important to note that individuals demonstrate differences in degree of impairment. The reading/spelling characteristics are most often associated with the following:
  + Segmenting, blending, and manipulating sounds in words (phonemic awareness)
  + Learning the names of letters and their associated sounds
* Holding information about sounds and words in memory (phonological memory)
* Rapidly recalling the names of familiar objects, colors, or letters of the alphabet (rapid  naming) Consequences of dyslexia may include the following:
  + Variable difficulty with aspects of reading comprehension
  + Variable difficulty with aspects of written language
  + Limited vocabulary growth due to reduced reading experiences

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| Age/  Grade | | Common Risk Factors |
| EC-  PreK | * Delay in learning to talk * Difficulty with rhyming * Difficulty pronouncing words (e.g., “pusgetti” for “spaghetti,” “mawn lower” for “lawn mower”) * Poor auditory memory for nursery rhymes and chants * Difficulty in adding new vocabulary words * Inability to recall the right word (word retrieval) * Trouble learning and naming letters and numbers and remembering the letters in his/  her name * Aversion to print (e.g., doesn’t enjoy following along if book is read aloud) | |
| K/1st | * Difficulty breaking words into smaller parts (syllables) (e.g., “baseball” can be pulled apart into “base” “ ball” or “napkin” can be pulled apart into “nap” “kin”) * Difficulty identifying and manipulating sounds in syllables (e.g., “man” sounded out as /m/ /ă/ /n/) * Difficulty remembering the names of letters and recalling their corresponding sounds * Difficulty decoding single words (reading single words in isolation) * Difficulty spelling words the way they sound (phonetically) or remembering letter  sequences in very common words seen often in print ( e.g., “sed” for “said”) | |
| 2nd-3rd | * Many of the previously described behaviors remain problematic along with the following:   + Difficulty recognizing common sight words (e.g., “to,” “said,” “been”)   + Difficulty decoding single words   + Difficulty recalling the correct sounds for letters and letter patterns in reading   + Difficulty connecting speech sounds with appropriate letter or letter combinations and  omitting letters in words for spelling (e.g., “after” spelled “eftr”)   + Difficulty reading fluently (e.g., slow, inaccurate, and/or without expression)   + Difficulty decoding unfamiliar words in sentences using knowledge of phonics   + Reliance on picture clues, story theme, or guessing at words   + Difficulty with written expression | |
| 4th-6th | * Many of the previously described behaviors remain problematic along with the following:   + Difficulty reading aloud (e.g., fear of reading aloud in front of classmates)   + Avoidance of reading (e.g., particularly for pleasure)   + Acquisition of less vocabulary due to reduced independent reading   + Use of less complicated words in writing that are easier to spell than more appropriate  words (e.g., “big” instead of “enormous”)   + Reliance on listening rather than reading for comprehension | |

* Early intervention - best practices for the classroom:
* PreK-K: Handwriting without Tears curriculum/school wide alignment on verbage of strokes to help promote stroke awareness as students move through grades
* PreK/1: phonological & phonemic awareness activities, phonics activities – should be multisensory (visual, auditory, kinesthetic, tactile)
* 1st -5th: direct teaching of phonics rules & spelling rules – linking reading & spelling
* 1st – 5th: direct teaching of grammar rules & syntax including sentence structure (parts of a sentence: subject, predicate, noun, verb, adjective, adverb, pronoun, conjunction, article, punctuation)
* PreK-5th: direct teaching of vocabulary throughout subject areas
* PreK-3rd: direct instruction of & allowing students to practice & receive feedback on handwriting. If possible PreK-3 should use the same stroke terminology
* PreK-5th: reading comprehension support via teacher modeling, graphic organizers, notes/annotations, sequencing activities, KWL charts, guided & small group reading instruction
* When students qualify for dyslexia services, therapy includes
* intense instruction (explicit, systematic)
* high quality instruction (researched based)
* sufficient duration (45 minutes 4 times per week)

If you have a student with dyslexia in the classroom, here are some supports to help:

-Determine what accommodations help child achieve school success:

* shortened assignment(s) – reading & writing
* point out & box affixes when teaching reading & spelling (prefixes & suffixes)
* direct teach morphology (meaning of parts of words – ex: re = again, pre = before)
* direct teach grammar (parts of a sentence)
* add all necessary accommodations to 504 (ex: do not penalize for fluency on DRA2)
* short answer to a writing prompt vs. essay
* opportunity to respond orally
* reduce answer choices
* small group testing
* reading assistance
* preferential seating
* study carrel for independent work
* reminders to stay on task
* calculators (5th grade)
* long term projects broken into smaller parts
* study sheets/preview test questions
* study aids (multiplication chart, addition/subtraction chart, alphabet strip, dictionary)
* private discussion re: behavior
* do not penalize for spelling errors
* extended time (may or may not be beneficial)
* use of highlighters, place holders, place trackers to guide reading
* use of graphic organizers to break down text into meaningful information
* provide student with copy of notes
* check for understanding
* frequent breaks (body breaks, snack, water, movement)
* assistive technology (Learning Ally, Dragon Dictation, Spell Checker, Voice Memos, Sound Recorder, Audacity, etc)
* do not require student to read in front of peers
* provide immediate feedback (academic, behavior, etc)
* provide checklist on desk (editing/revising, classroom schedule, behavior reminders)
* teacher modeling (teacher reads a line, student reads a new line or rereads the other line)
* OPPORTUNITES TO PRACTICE, PRACTICE, PRACTICE!

