

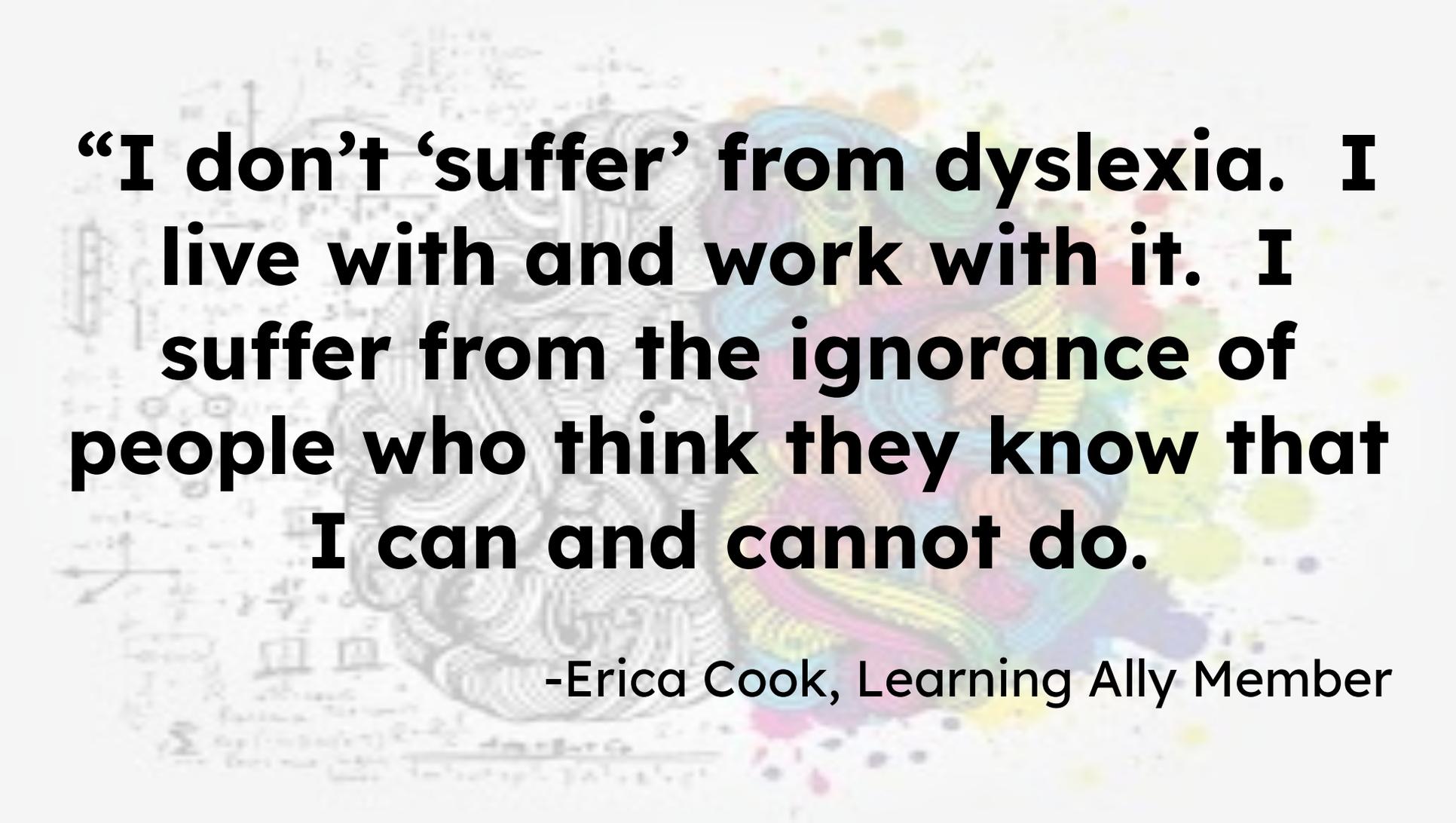
Goals for Today

Develop our understanding of:

- The Strengths and Needs of an Individual with Dyslexia
- Building Our Teams' Understanding of Dyslexia
- Building Decision Rules and Guiding Questions



**Do We as a District Have the
Capacity to Understand and Talk
about Dyslexia?**



“I don’t ‘suffer’ from dyslexia. I live with and work with it. I suffer from the ignorance of people who think they know that I can and cannot do.

-Erica Cook, Learning Ally Member

Strengths of Individuals with Dyslexia



Dyslexic Strengths

MADE BY
DYSLEXIA

What Districts Have Done to Build Capacity Around Understanding Dyslexia



In Firelands Local Schools, our K-5 staff spent a day learning about Dyslexia and the requirements of HB 436, then discussing as a team their next steps.

Dyslexia: Debunking the Myths

**We will use the Definition of
Dyslexia to help us develop a
deeper understanding of the
myths vs. truths...**

Ohio's Definition of Dyslexia - 3323.25 (A)

*"Dyslexia" means a specific learning disorder that is **neurological in origin** and that is characterized by **unexpected difficulties with accurate or fluent word recognition** and by **poor spelling** and **decoding abilities not consistent** with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a **deficit in the phonological component** of language.*

What are the Signs of Dyslexia?

**Signs of dyslexia
at different ages**

Indicators of Dyslexia

Preschool

- Is late in learning to talk
- Is slow to learn new words
- Mixes up pronunciations of words much more or much longer than other students (e.g., says “*amina*” for *animal*, or “*spusgetti*” for *spaghetti*)
- Has persistent trouble with difficult speech sounds, such as /th/, /r/, /l/, and /w/
- May not enjoy looking at or following print in books when read aloud

Kindergarten & 1st Grade

- Has trouble remembering names of letters and recalling them quickly
- Struggles to recall sounds that letters represent
- Struggles to break simple words such as *zoo* or *cheese* into separate speech sounds
- Has trouble learning to recognize common words (e.g. their name, common labels) automatically by sight
- Does not spell the sounds of words in a way that the reader can recognize the words

2nd & 3rd Grade

- Is unable to recognize important and common words by sight, or instantly without have to laboriously sound them out
- Falters during the sounding-out process and recalls the wrong sounds for letters or letter patterns
- Is a poor speller, with speech sounds omitted, wrong letters for sounds used, and poor recall for even the most common words
- Reads slowly and lacks appropriate expression

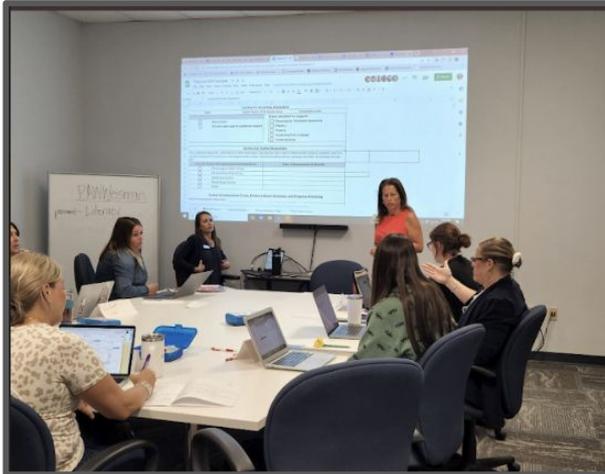
Tweens, teens, and adults

- Reading slowly or skipping small words or parts of words when reading aloud
- Often searching for words or using substitutes like *gate* instead of *fence*
- Trouble “getting” jokes or understanding idioms, puns, and abbreviations
- Taking a very long time to complete reading assignments
- Having an easier time answering questions about text that’s read aloud

From:

[https://www.understood.org/en/articles/checklist-signs-of-dyslexia-at-different-ages#Watch a video of this article](https://www.understood.org/en/articles/checklist-signs-of-dyslexia-at-different-ages#Watch_a_video_of_this_article)

State Support Team Region 2 and ESC of Lorain County HB 436 Workgroup



SKILLED READERS BECOME ACHIEVERS

RESOURCES FOR PARENTS

BECOMING A READER

PARENT INFORMATION AND SUPPORT

"The more you read, the more things you will know. The more you learn, the more places you'll go."
-Dr. Seuss

<https://education.ohio.gov/>

<https://bit.ly/famresources>

THE SIMPLE VIEW OF READING

Word Recognition x Language Comprehension = Reading Comprehension

There is a clear science to teaching reading. We know more about how kids learn to read today than ever before thanks to research and cognitive science.

Reading is a complex process. Students need all components of language: Comprehension and Word Recognition to be skilled readers.

Effective reading instruction requires both foundational reading skills to decode words and knowledge-based competencies that support students in making meaning from text. Skills must be automatic and applied strategically.

(The Science of Reading, 2020)

Scan To Save



STAGES OF READING DEVELOPMENT

Did you know that your brain is wired to learn to speak, but not read? For most children, learning to read is not an easy or natural process. It is actually an acquired skill. Below outline 4 stages of typical reading development. (Moser & Tolman, 2019)

STAGE 1

- Letter naming
- Alphabet writing
- Understanding sounds in spoken words
- Interest in books
- Vocabulary and oral language

STAGE 2

- Rapid letter-naming
- Blending sounds in words
- Breaking sounds in words apart
- Letter sound correspondence
- Reading simple short vowel words
- Phonic spelling
- Vocabulary and listening comprehension

STAGE 3

- Timed reading of real and nonsense words
- Reading simple sentences with decodable text.
- Correct or phonic spelling of dictated simple words
- Sound-symbol knowledge of letters
- Vocabulary: retelling passages

STAGE 4

- Skilled reading at comprehension
- Fluent oral reading
- Close Reading
- Spelling real words

EARLY MARKERS FOR READING PROBLEMS

Signs that a child may be at risk of dyslexia include: (International Dyslexia Association 2022) (Mayo Clinic 2022)

PRE-SCHOOL

- Late talking
- Learning new words slowly
- Problems forming words correctly, such as reversing sounds in words or confusing words that sound alike
- Problems remembering or naming letters, numbers and colors
- Difficulty learning nursery rhymes or playing rhyming games

SCHOOL AGE

- Reading well below the expected level for age
- Difficulty naming letters
- Difficulty matching letters and sounds
- Difficulty blending and segmenting sounds in spoken words
- Problems processing and understanding what he or she hears.
- Difficulty finding the right word or forming answers to questions
- Problems remembering the sequence of things
- Slow progress or resource-intensive progress despite effective structured literacy
- Difficulty spelling
- Spending an unusually long-time completing tasks that involve reading or writing
- Avoiding activities that involve reading

EVIDENCE-BASED INTERVENTION STRATEGIES

- Structured Literacy**
 - Sequence skills from simple to more difficult
- Diagnostic Instruction**
 - Retests in the area of need after assessed
- High/Immediate Teacher Feedback**
 - Use clear exemplar/iron examples
 - Plan instruction deliberately
- Systematic/Explicit**
 - Built on skills students have already been taught
 - Break tasks in small steps
 - Use a gradual release of responsibility
 - Practice to mastery level
- Multisensory Instruction**
 - Use more than one sense: visual, auditory, hands-on

"It simply is not true that there are hundreds of ways to learn to read... when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence."

-Stanley Dehaene, The Reading Brain

A Workgroup of regional Curriculum Directors, Literacy Coaches, and more collaborated to make a flyer that shares facts about reading development, signs of dyslexia, and evidence-based strategies.

***Let's explore each part of
the definition of dyslexia...***

““Dyslexia” means a specific learning disorder that is neurological in origin...”

The Challenges of Learning to Read...



Our brains are not wired to naturally learn to read!

Rewire Brains? How?

“Scientists now can explain how the brain works when an individual is reading and what the brain needs to transform itself from a non-reading brain to a reading brain.(p.46)”

~Ohio’s Plan to Raise Literacy Achievement, 2019

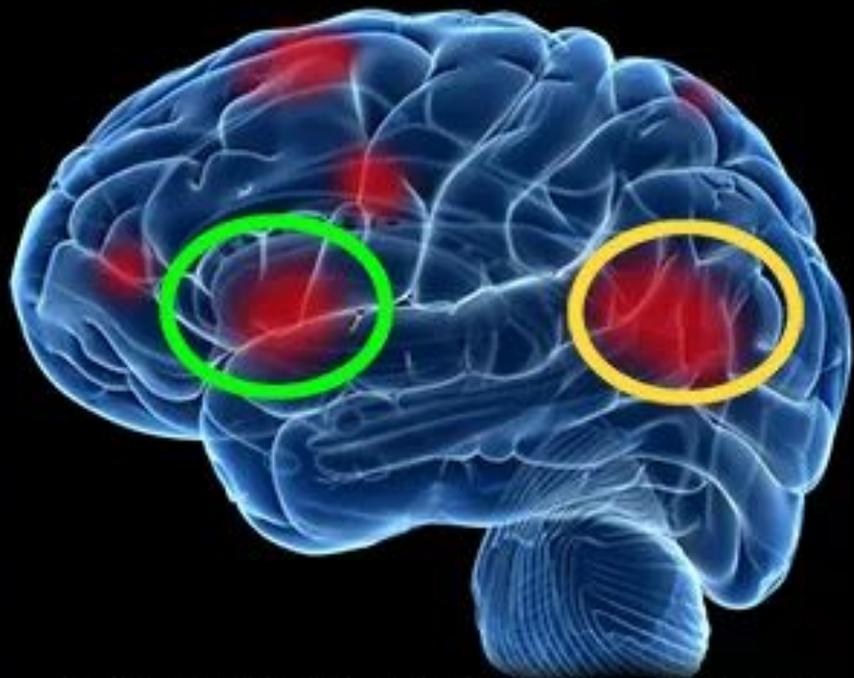


ESC

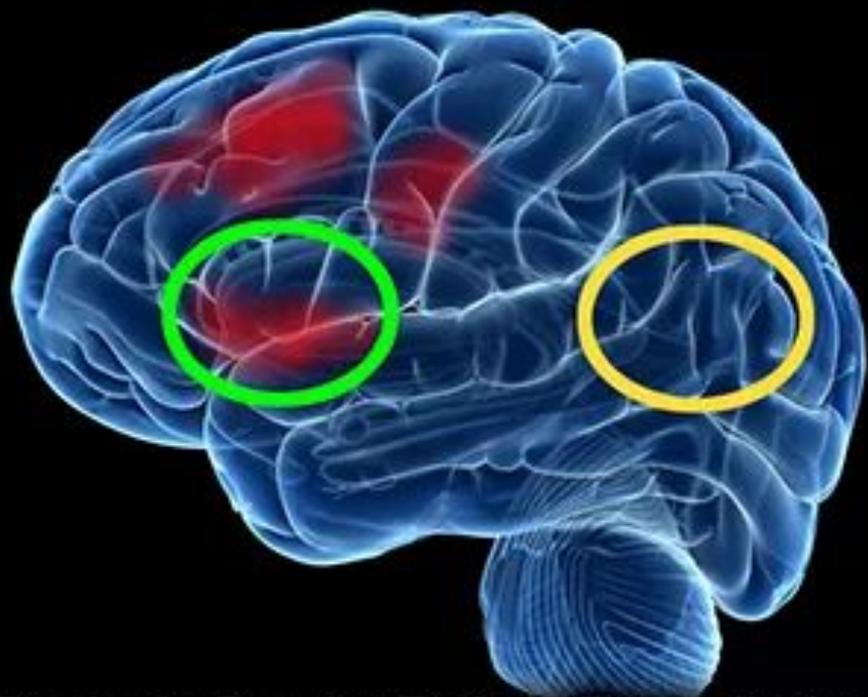
EDUCATIONAL SERVICE CENTER

of Lorain County

**What is the difference between a
“typical readers” brain and a
reader that is dyslexic?**



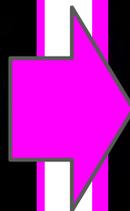
Typical Reader Without Dyslexia



Dyslexic Reader Before Remediation



Dyslexic Reader Before Remediation



Dyslexic Reader After Remediation

Children with dyslexia use nearly 5 times the brain area as their typical peers

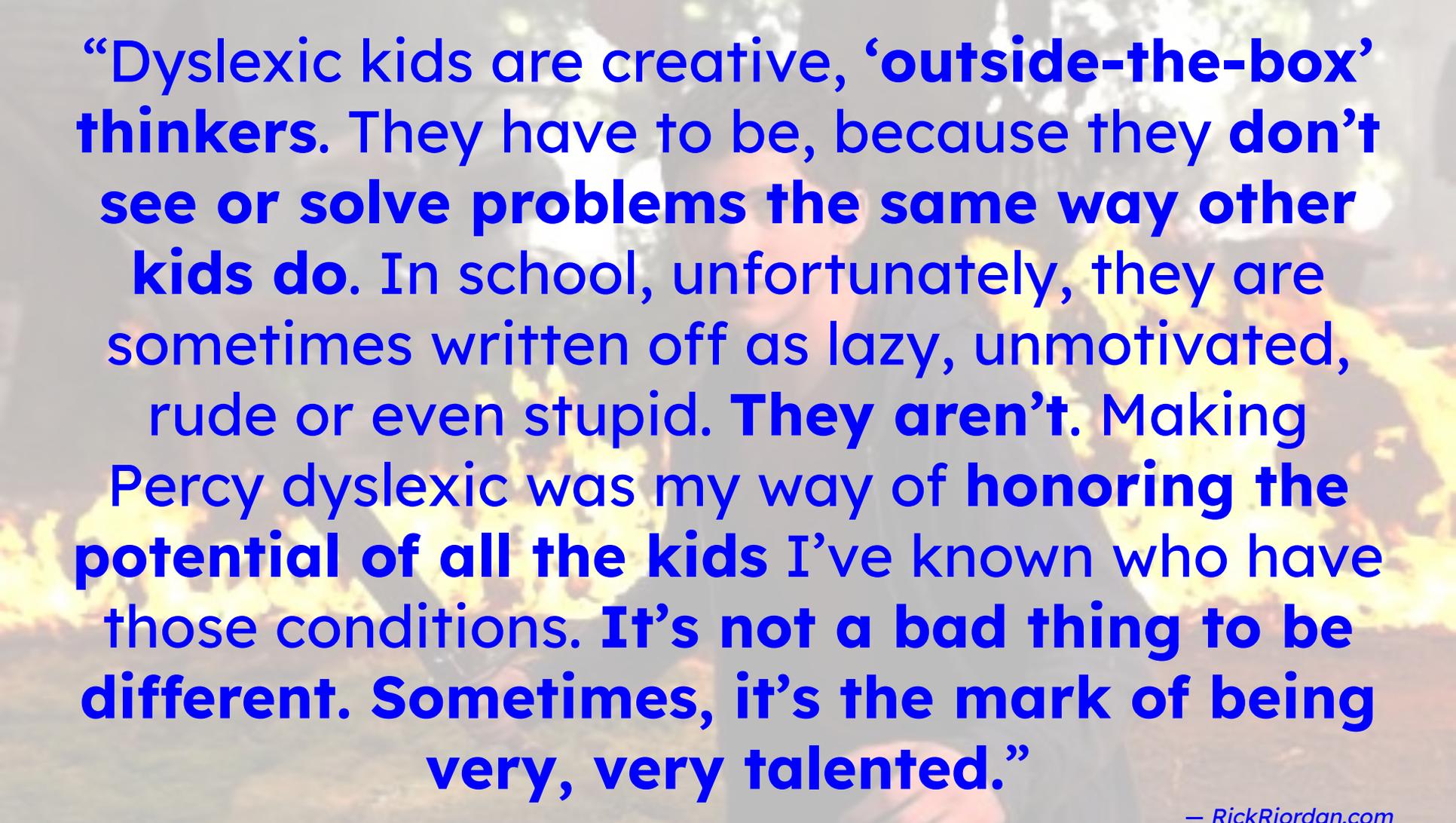


Season 4, Episode 12. A conversation on growing up with dyslexia with 10th grader Hadyn Fleming

Amplify.



Science of Reading:
The Podcast

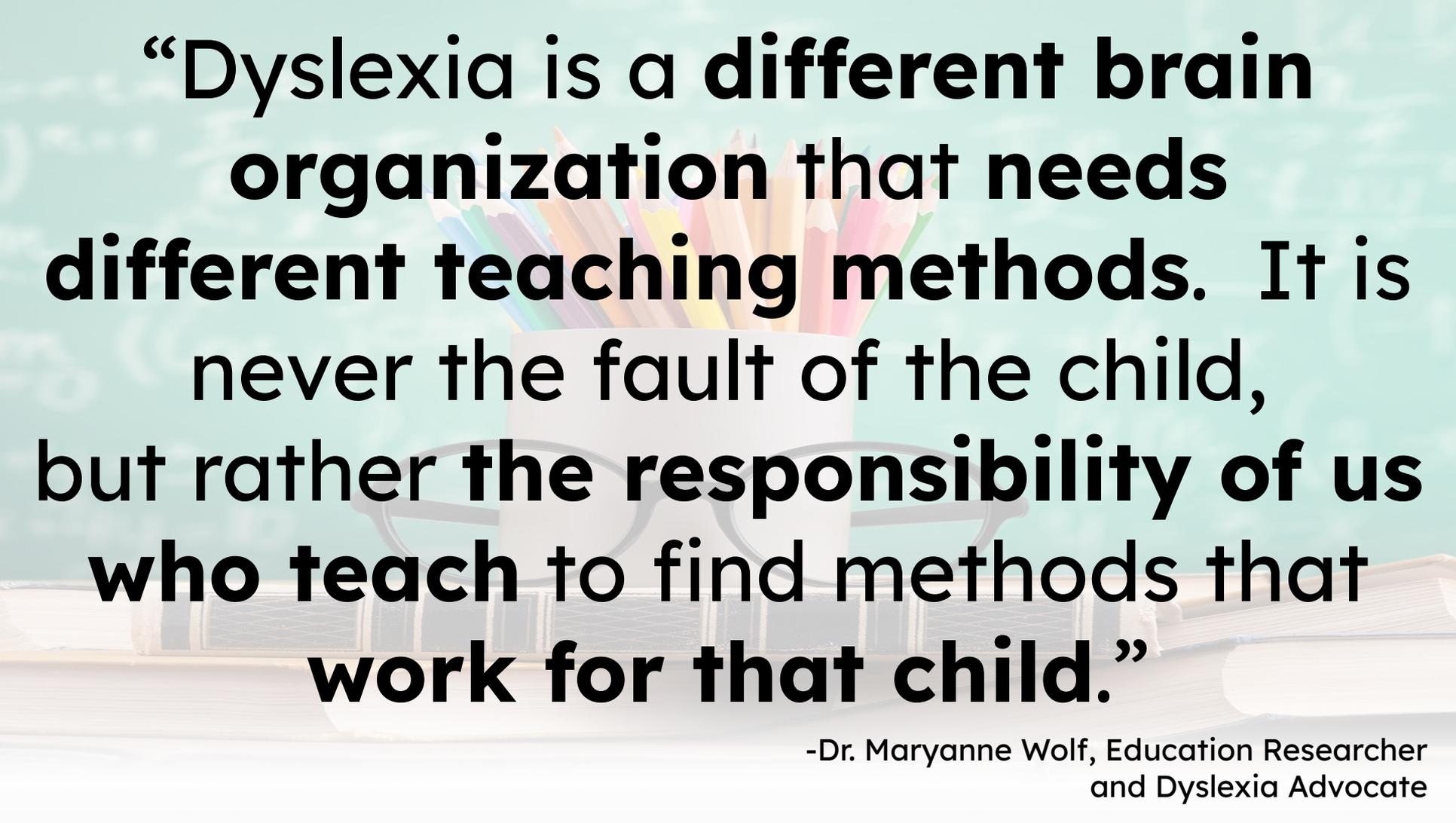


“Dyslexic kids are creative, ‘outside-the-box’ thinkers. They have to be, because they don’t see or solve problems the same way other kids do. In school, unfortunately, they are sometimes written off as lazy, unmotivated, rude or even stupid. They aren’t. Making Percy dyslexic was my way of honoring the potential of all the kids I’ve known who have those conditions. It’s not a bad thing to be different. Sometimes, it’s the mark of being very, very talented.”

“...and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities...”

The Struggles for Individuals with Dyslexia in reading, spelling, and writing





“Dyslexia is a different brain organization that needs different teaching methods. It is never the fault of the child, but rather the responsibility of us who teach to find methods that work for that child.”

-Dr. Maryanne Wolf, Education Researcher
and Dyslexia Advocate

Structured Literacy Approach

40%
EFFECTIVE

5%
Students learn to read easily.

35%
Students learn to read using several methods and **BENEFIT** from structured instruction.

40-50%
Students **REQUIRE explicit and systematic teaching** in order to become a skilled reader.

10-15%
Students **REQUIRE specialized / diagnostic instruction** that is explicit and systematic.

60%
EFFECTIVE
& ESSENTIAL

95% or more STUDENTS

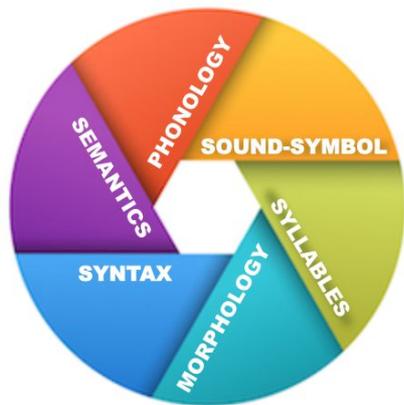
Why Should We Use Structured Literacy?

All learners benefit from structured literacy, and it is essential for many.

Source: FULCRUM & Texas Reads

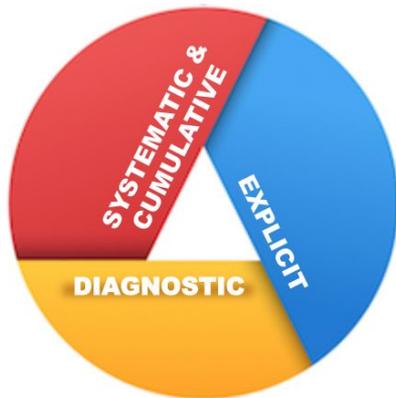
Structured literacy

Explicit teaching of systematic word identification and decoding strategies



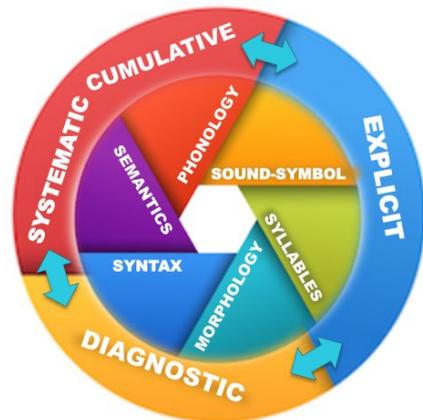
Evidence-based elements

+



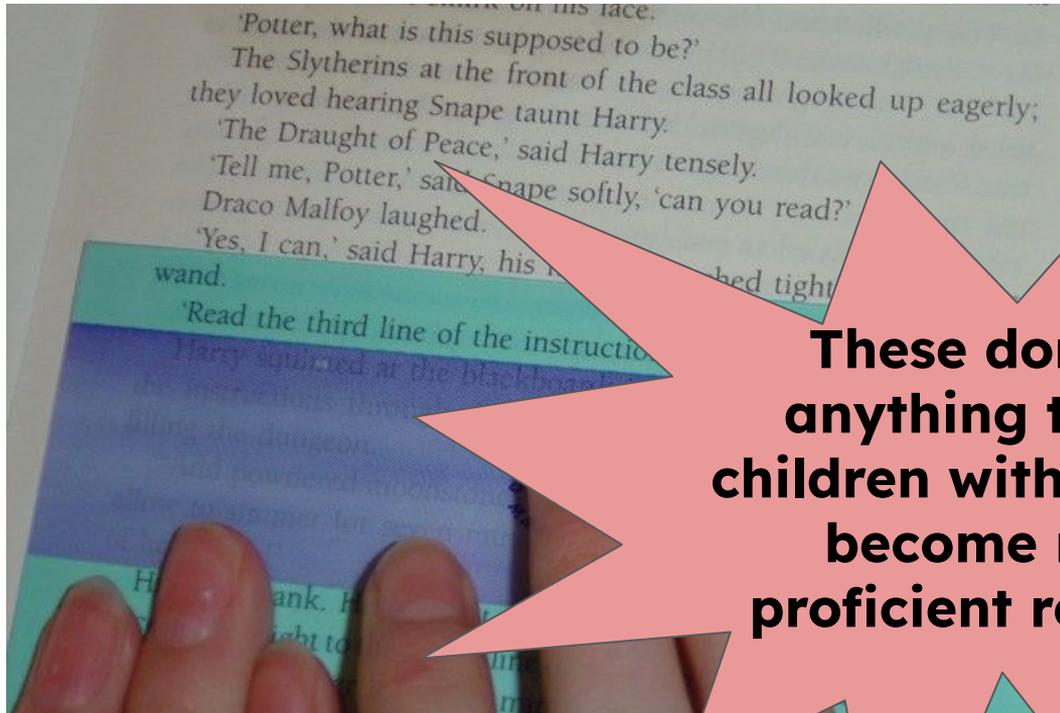
Evidence-based teaching principles

=



Effective reading instruction

Reinforce / Refine



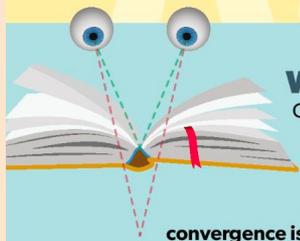
This Is an
example of
Open Dyslexic
etace

**These don't do
anything to help
children with dyslexia
become more
proficient readers!!**



Do vision problems cause dyslexia?

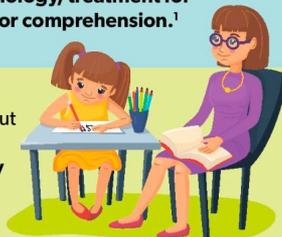
No. Although vision is fundamental for reading, there is no current evidence that suggests visual problems cause dyslexia. Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling 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.²



What about convergence issues?

Convergence insufficiency, a reduced ability to turn the eyes towards each other, is uncommon in children. Incidences typically peak in high school or college-aged individuals, or early middle-aged individuals.³ **According to the American Academy of Ophthalmology, treatment for convergence issues will not improve decoding or comprehension.¹**

Dyslexia and learning disabilities are complex problems without simple solutions and there is no evidence to suggest that visual interventions remediate them. **However, through early detection and language-based individualized instruction that is systematic, explicit, and cumulative, children can develop appropriate word reading skills.**



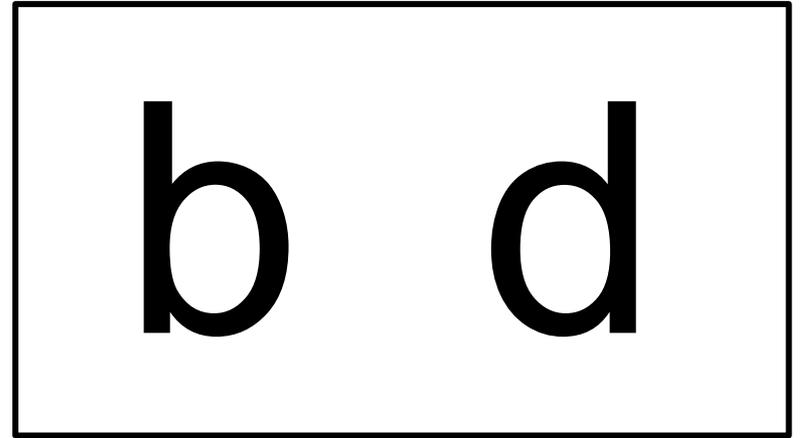
Excellent resource to understand dyslexia and how vision problems do not cause dyslexia:

<https://dyslexiaida.org/do-vision-problems-cause-dyslexia/>

Reversals...Why???

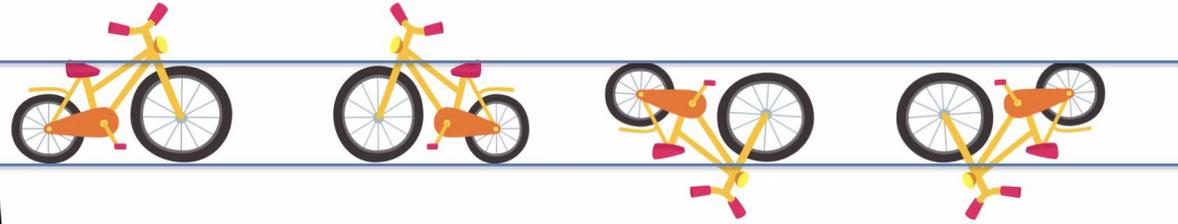


What does the visual word form area do before it is trained to read letters?



Neuro-recycling

letter confusions in reading and writing



b

d

p

q

Visual from ODE Dyslexia Modules



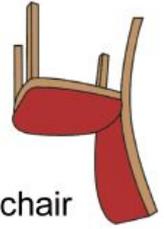
chair

still a chair



still a chair

...and still a chair



b

d

p

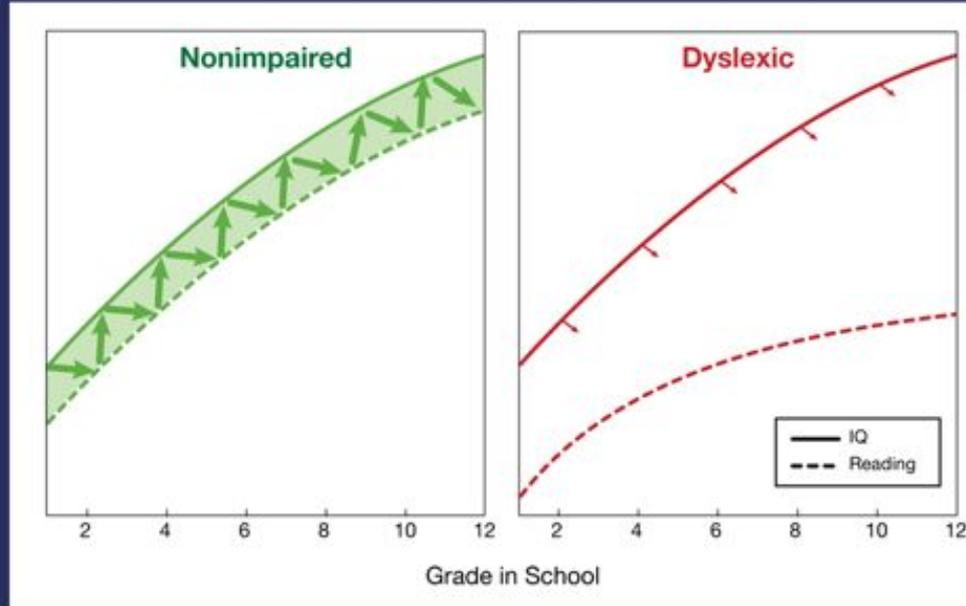
q

“...not consistent with the person’s intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language.”

Dyslexia has no correlation with intelligence

Non-impaired:
IQ-Reading Linked

Dyslexia:
IQ-Reading Diverge



Based on Ferrer et al., 2010

Figure 1: The dynamic (left) and dissociated (right) links between IQ and reading in typical and dyslexic students. Graphic courtesy of Drs. Shaywitz, The Yale Center for Dyslexia &

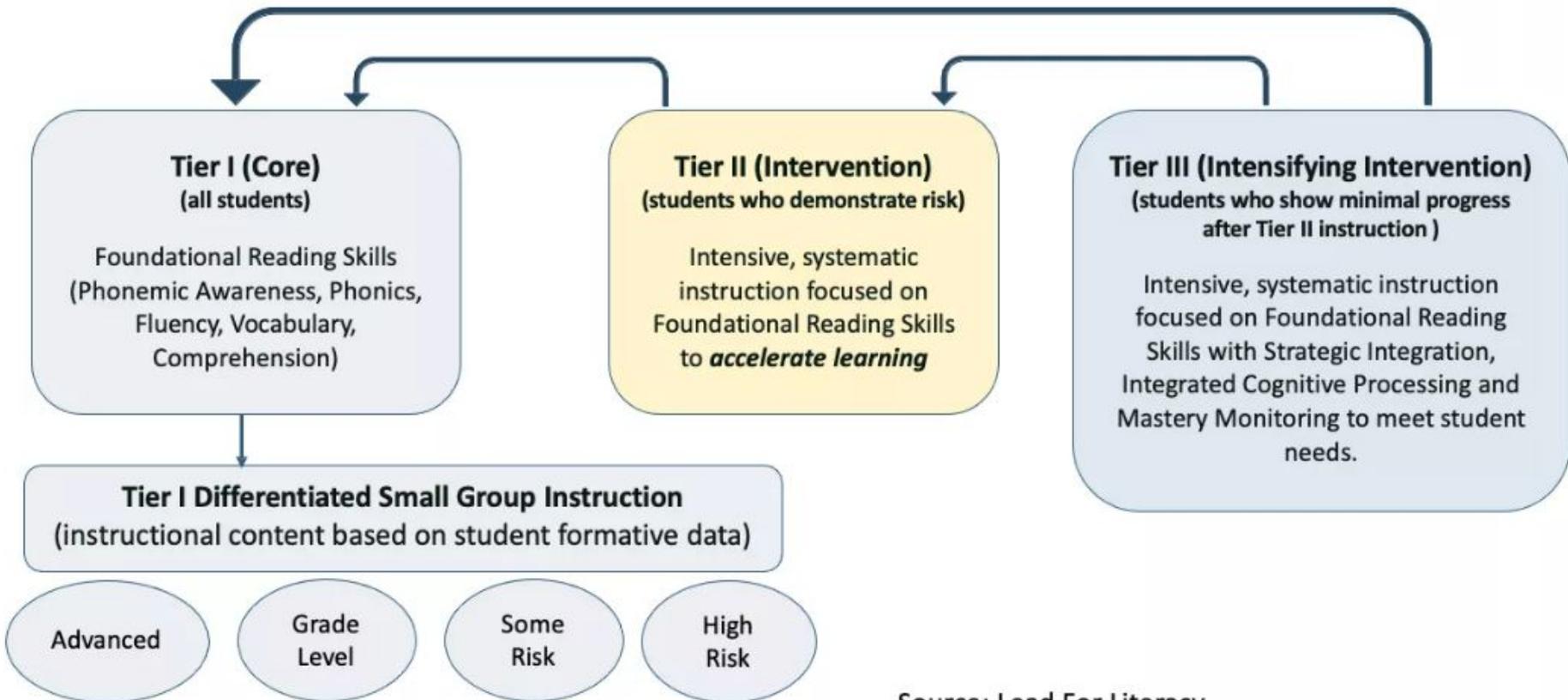
Dyslexia exists on a continuum

MILD

INTENSE

Every Child's Profile is Unique

Quality Reading Instruction: Aligns with Student Needs



Source: Lead For Literacy

Phonological Processing

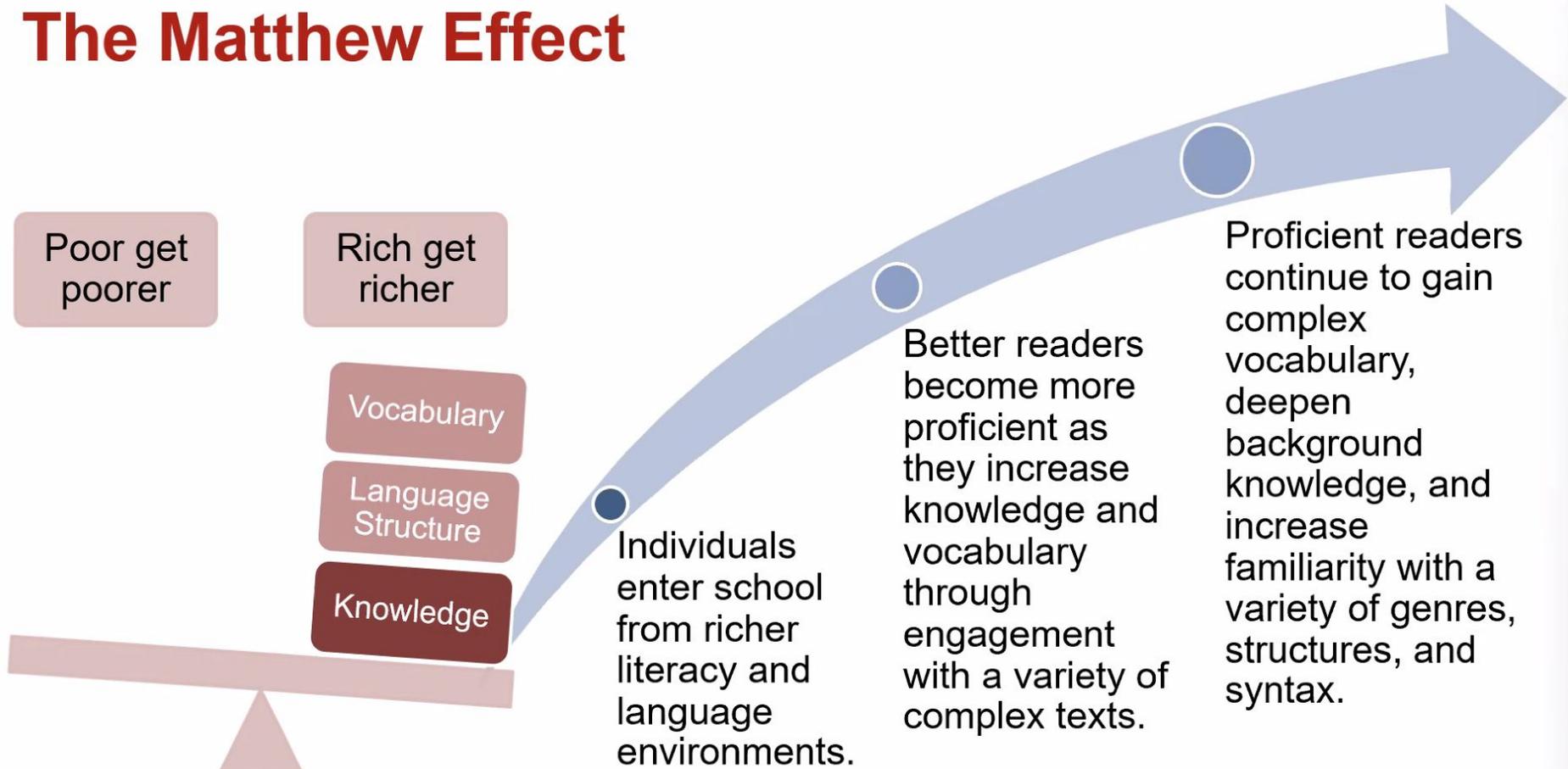
Students need to be able to break whole words into their smallest units of sound in order to map letters to sounds, but that's not the way we speak!

***“Honey would you like
a /k/ /r/ /a/ /ck/ /er/?”***

Additional part of IDA Definition

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

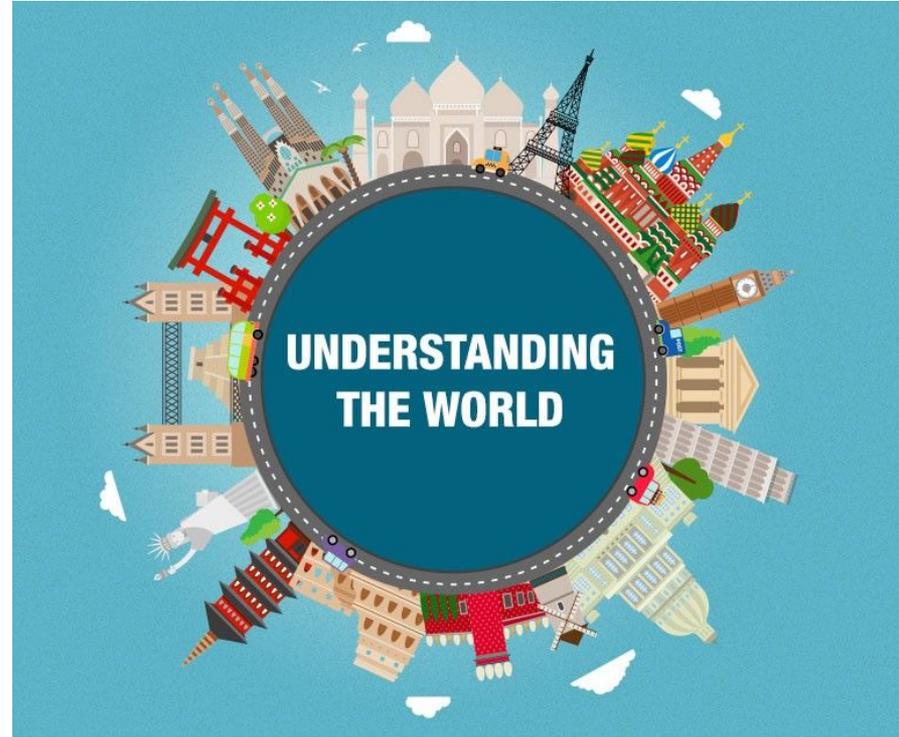
The Matthew Effect



Concept from Stanovich, 1986

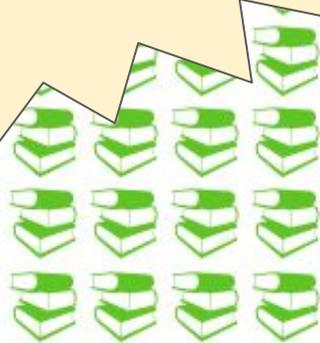


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WHY READ 20 MINUTES AT HOME?

Is this realistic to expect of every child?



❖ Scores in the 90th percentile on standardized tests.



❖ Scores in the 50th percentile on standardized tests.

Student B Reads

5 minutes per day.

❖ 900 minutes per school year.

❖ 282,000 words per year.

Student C Reads

❖ 1 minute per day

❖ 180 minutes per school year.

❖ 8,000 words per year.

If they start reading for 20 minutes per night in Kindergarten, by the equivalent of 60 school days, Student B will have read for 2

ad for 3.

(King and Herlihy, 2001)

WANT TO BE A BETTER READER? READ MORE.

How do we motivate and support reading for all?

**DYSLEXIA IS NOT SOMETHING
YOU OUTGROW.**



**BUT..it can be overcome with the right
instruction as well as ongoing support and
practice.**

ALL ABOUT DYSLEXIA

Our State Support Team 2 and ESC of Lorain County HB 436 Workgroup Created this 1-pager on Dyslexia for districts.

DEFINITION

"Dyslexia" means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities not consistent with the person's intelligence, motivation, and sensory capabilities, which difficulties typically result from a deficit in the phonological component of language."

(Ohio Dyslexia Guidebook, 2022)



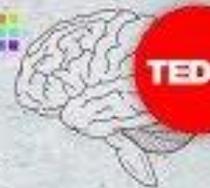
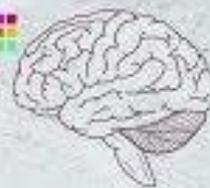
Approximately 1 in 5 people have dyslexia



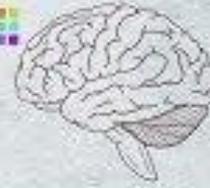
15-20% of the population have some symptoms of dyslexia. Dyslexia is often hereditary.



While the characteristic markers of dyslexia remain consistent, the range in which they impact an individual differs in severity.



WHAT IS DYSLEXIA?



What is the Key to Supporting Students with Dyslexia?

- **Effective and efficient use of assessment and data interpretation**
- **Instruction that is systematic, sequential, explicit, and diagnostic**

In order to meet our students specific needs instructionally, we must drill deeper with diagnostic assessments.

How do we know if a student has reading difficulties?

(Universal) Screening Assessments:
Assess risk for later difficulties



Screeners:

- Tell who is not at benchmark
- Administered to all students
- Few indicators assessed

Diagnostic Assessments:
Assess for specific areas of weakness



Diagnostics:

- Tell why student is not reading at benchmark
- Administered to some students
- Many skills assessed within a component area

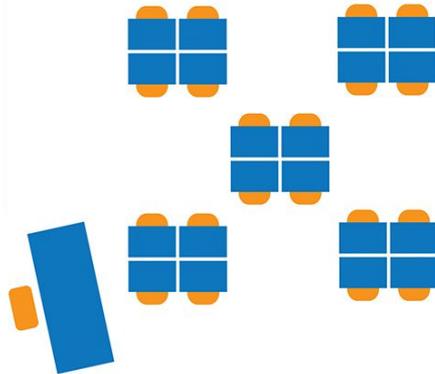
Screening assessments can:

Tell us if Tier 1 instruction is working

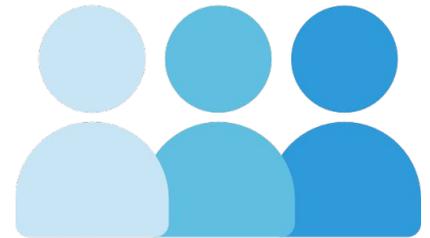
What % of your student population should be at or above benchmark to indicate an effective Tier 1 system?

80%

Provide data on how to plan for effective Tier 1 instruction



Provide data on which students need intervention and possible areas of intervention



Diagnostic assessments can:

Determine specific areas of student strengths and weaknesses to design targeted interventions

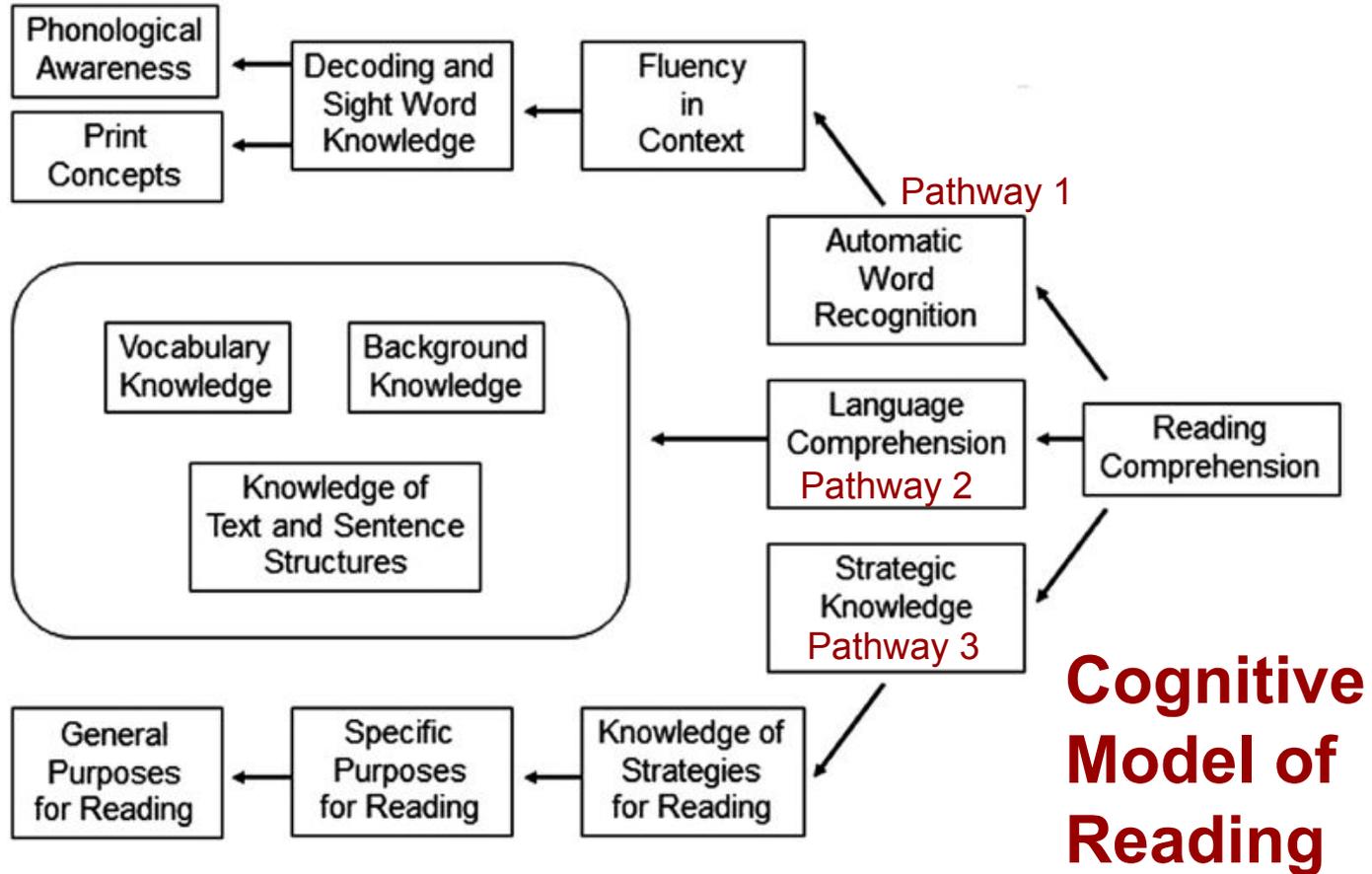


**District Decision Rules
Support Our Use of Data to
Inform Instruction**

How do we know which assessments we should use?



Diagnostics



Examples of diagnostics...but the list could go on and on...

Acadience CFOL:
(Comprehension,
Fluency & Oral
Language)

Phonemic Awareness

- ★ [Phonological Awareness Screening Test \(PAST\)](#)
- ★ [Really Great Reading Phonological Awareness Survey](#)

Phonics

- ★ [Really Great Reading Beginning & Advanced Decoding Surveys](#)
- ★ [Spelling Inventories](#)
- ★ [Word ID Assessments Across Content Areas \(6-12\)](#)

Vocabulary

- ★ [Assessing Reading- Multiple Measures \(CORE\) Vocabulary Screening Test](#)
- ★ [Critchlow Verbal Language Scale](#)

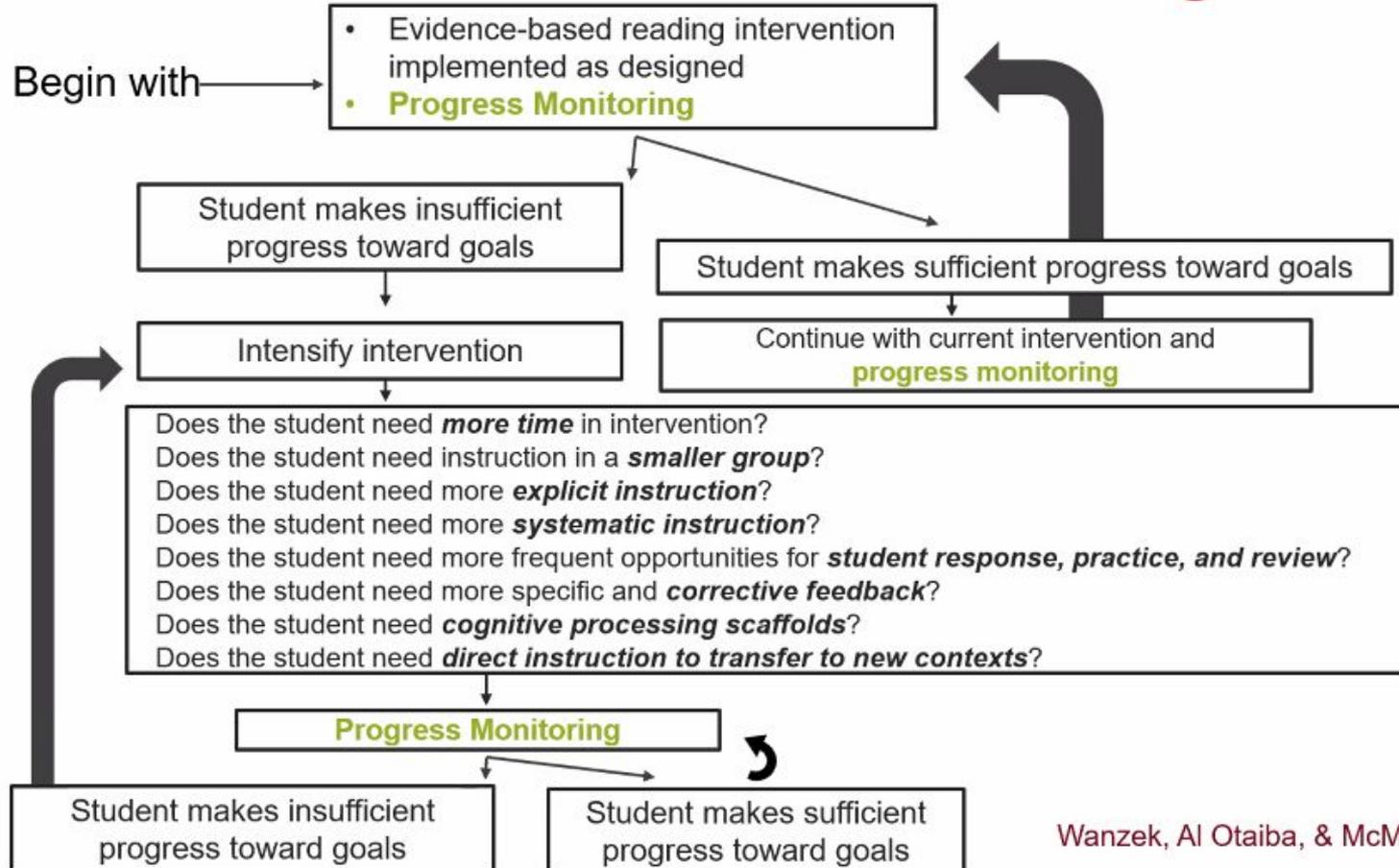
Language Comprehension

- ★ [Neuhaus Oral Language & World Knowledge Screening](#)
- ★ [Oral Reading Fluency Retell](#)
- ★ Drawing conclusions and asking students to provide evidence of inferential thinking after a read aloud



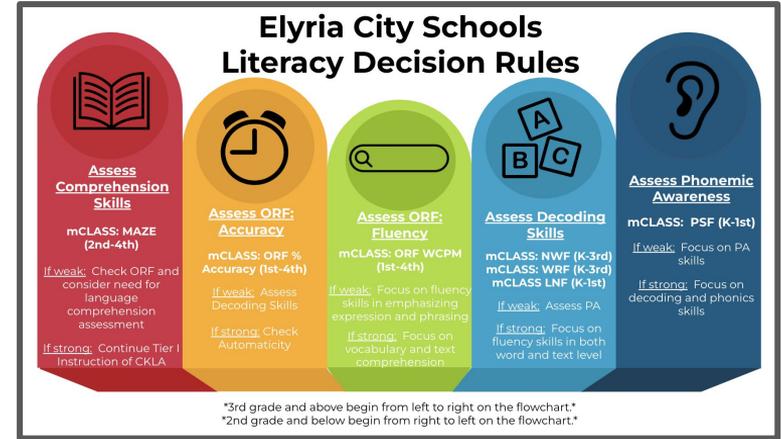
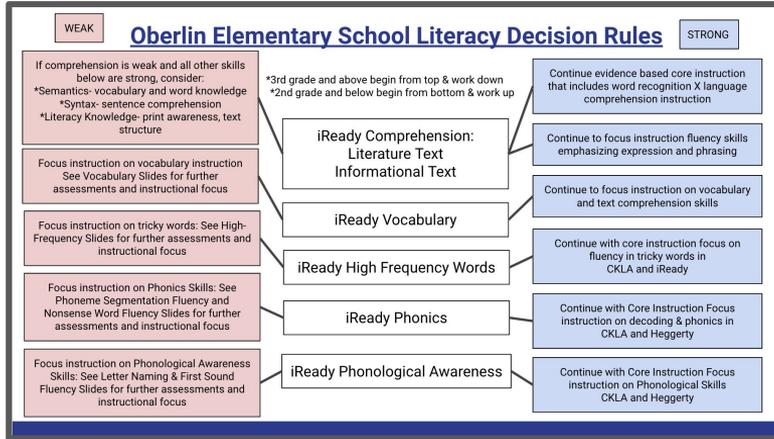
Diagnostics

Intensive Intervention Decision-Making Process



Wanzek, Al Otaiba, & McMaster (2019)

Districts Working Hard at Creating AND Using Decision Rules to Plan for Instruction

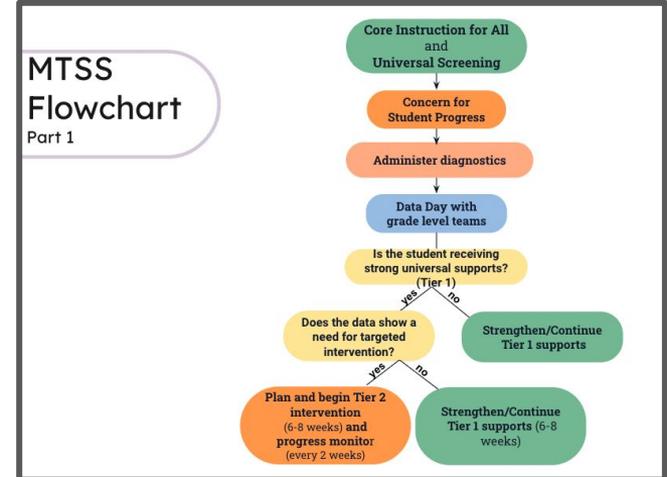
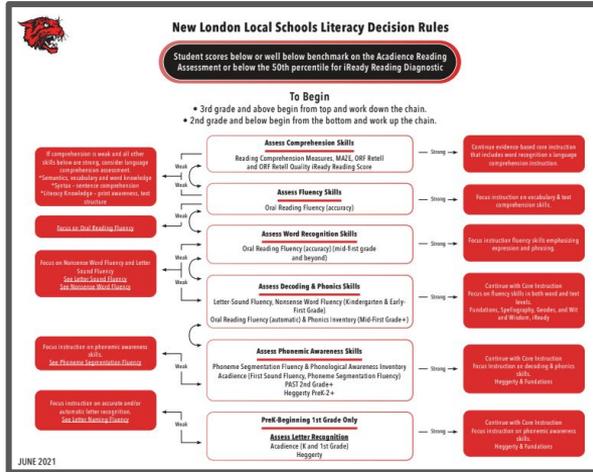


Oberlin City Schools

Elyria City Schools



Districts Working Hard at Creating AND Using Decision Rules to Plan for Instruction



New London Schools

Keystone Local Schools



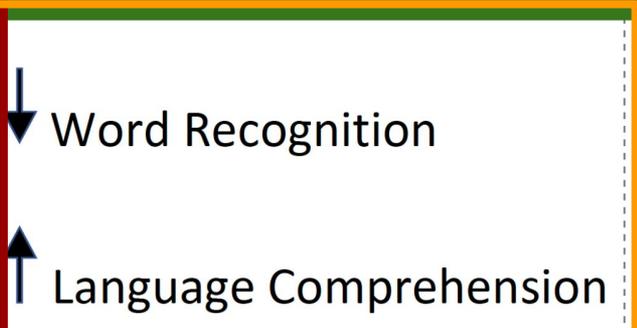
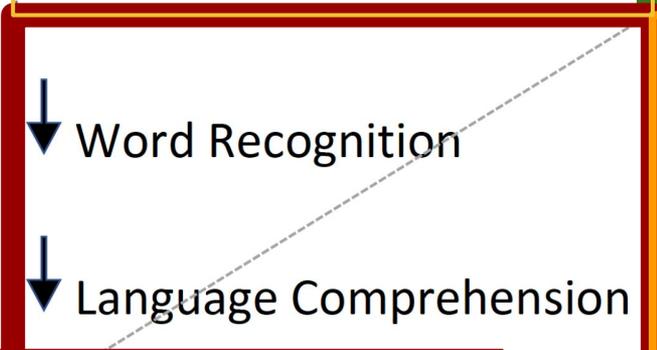
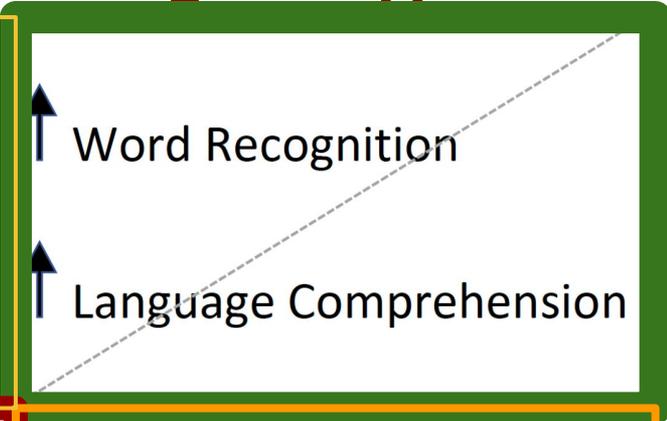
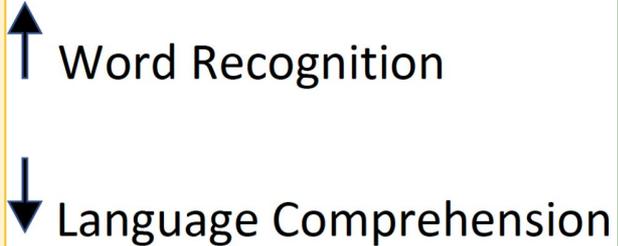
So we've assessed. What do we do with the data?



Simple View of Reading

Quadrants of Reading Subtypes

Can read texts but struggle with vocabulary, understanding content, writing and speaking about content



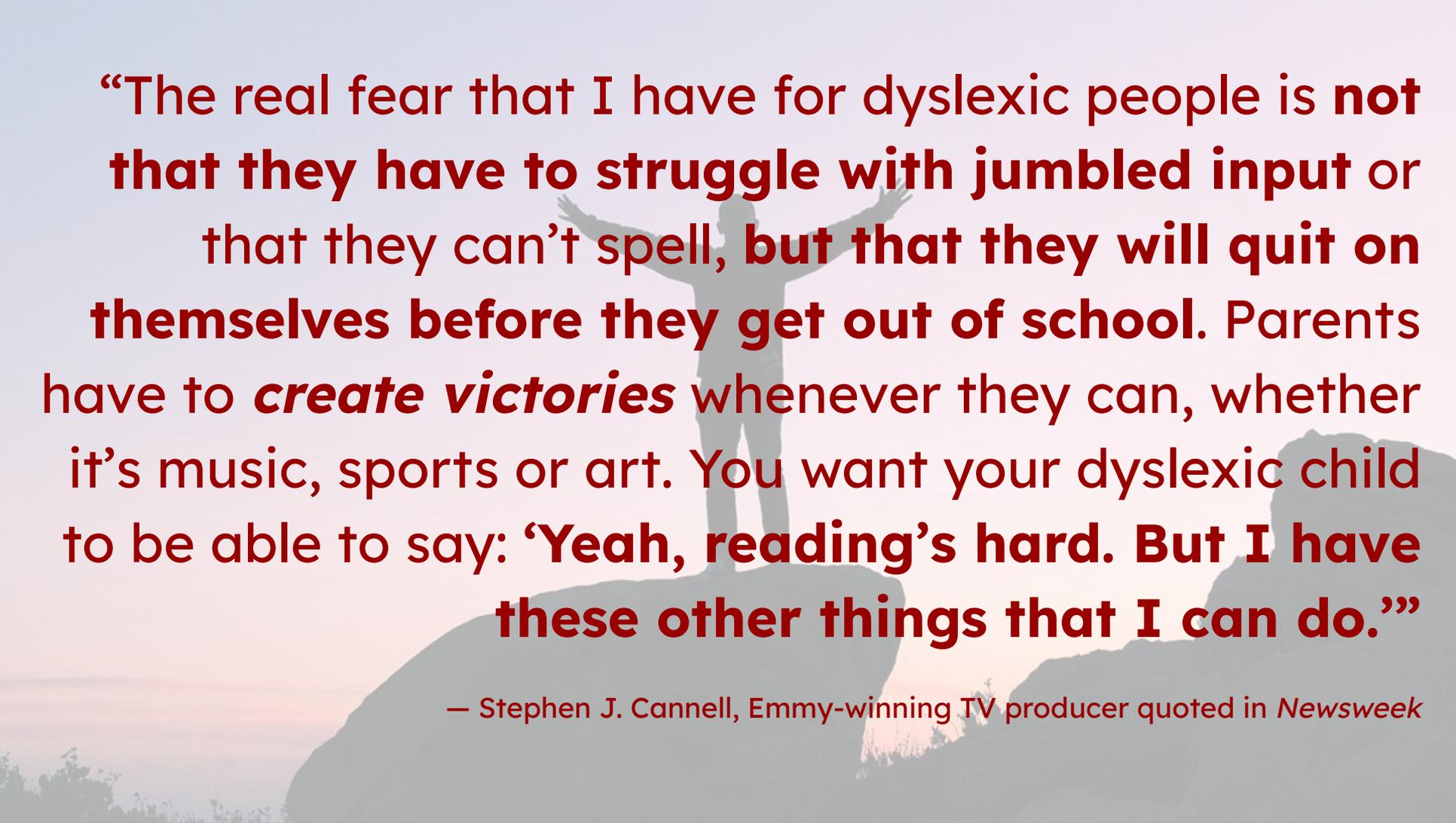
Struggle to read and comprehend texts, write about and speak about content

Can understand texts when read aloud and can write and speak about content, but have difficulty reading the text itself, spelling words, and write sentences/paragraphs

**Don't Forget to Consider the
Whole Child**

Social Emotional Health



A silhouette of a person standing on a rock with arms raised in triumph against a sunset background. The person is positioned in the center, with their arms spread wide. The background shows a soft, glowing sunset over a landscape with hills and trees.

“The real fear that I have for dyslexic people is **not that they have to struggle with jumbled input** or that they can’t spell, **but that they will quit on themselves before they get out of school.** Parents have to *create victories* whenever they can, whether it’s music, sports or art. You want your dyslexic child to be able to say: ‘**Yeah, reading’s hard. But I have these other things that I can do.**’”

— Stephen J. Cannell, Emmy-winning TV producer quoted in *Newsweek*

WE CAN MAKE A DIFFERENCE



Resources:

- Amplify Science of Reading Podcasts: <https://www.buzzsprout.com/612361>
- Birsh, Judith R. (Ed.) (2011). *Multisensory teaching of basic language skills*. Baltimore: Paul H. Brookes.
- Do Vision Problems Cause Dyslexia: <https://dyslexiaida.org/do-vision-problems-cause-dyslexia/>
- Dyslexia 1-pager by HB 436 Workgroup: <https://drive.google.com/file/d/1kk9o4HLD5VIXNn-WryZjgfHorV4NfZAS/view?usp=sharing>
- [Made by Dyslexia](https://www.madebydyslexia.org/) (many videos embedded in presentation): <https://www.madebydyslexia.org/>
- Mirror Writing Video: <https://youtu.be/o1iYSsFqVG4>
- Moats, L. C., & Tolman, C. A. (2018). *Language Essentials for Teachers of Reading and Spelling*(3rd ed.). Dallas, TX: Voyager Sopris.
- [Ohio Dyslexia Guidebook. \(2022\)](#)
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