

# Dyslexia: LBUSD's Journey

**Study Session - October 9, 2018**

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## Study Session Outcomes

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- » Distinguish between fundamental truths and myths of dyslexia
- » Understand how impairments of phonological nature are involved in dyslexia
- » Learn about District's plan for identification and support



# 1.

## What is dyslexia?

## What it Isn't

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Dyslexia isn't about reversals

Dyslexia isn't about faulty eye movements

## What is the Phenotype of Dyslexia?

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- » Inability to sound out words
  - » plin
  - » taymouj
  - » fristanip
  - » cycleraptinatorage

## What is the Phenotype of Dyslexia?

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- » Inability to sound out words
- » Unexpected comprehension difficulties
- » Long term vocabulary challenges
- » Unexpected poor reading that is due to a problem in language, not in vision



## What We've Learned

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- » Early identification and intervention is the key
- » Strategies learned benefit all students
- » Later intervention does not produce the same benefits

# 2.

## **How might this phonological impairment impact a student?**

Every Student, Every Day



## Three Kinds of Reading-Related Phonological Processing 9

- » Phonological awareness
- » Phonological memory
- » Phonological recoding for lexical access (rapid naming)



Experiencing Dyslexia

# 3.

## What are we doing?

Continuous Improvement

## California AB 1369 Timeline

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## California Education Code 56335(a) Defines Educational Services for Dyslexia

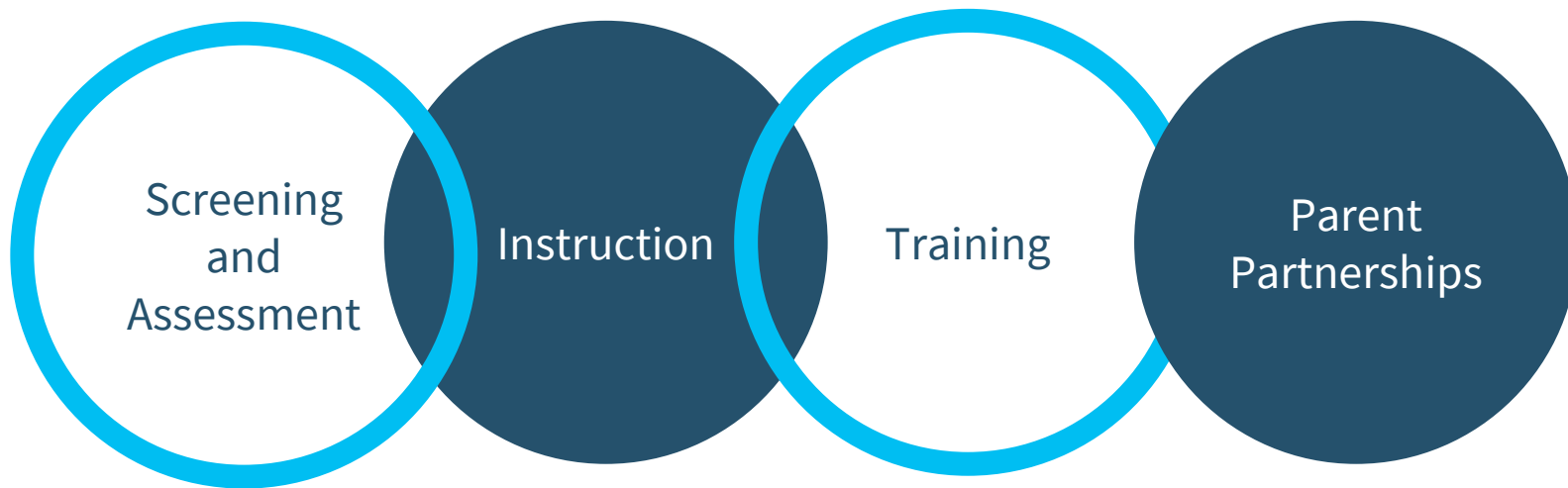
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**Evidence-based**  
**Multisensory**  
**Direct**  
**Explicit**  
**Structured**  
**Sequential**



## Laguna Beach Unified School District's Focus Areas

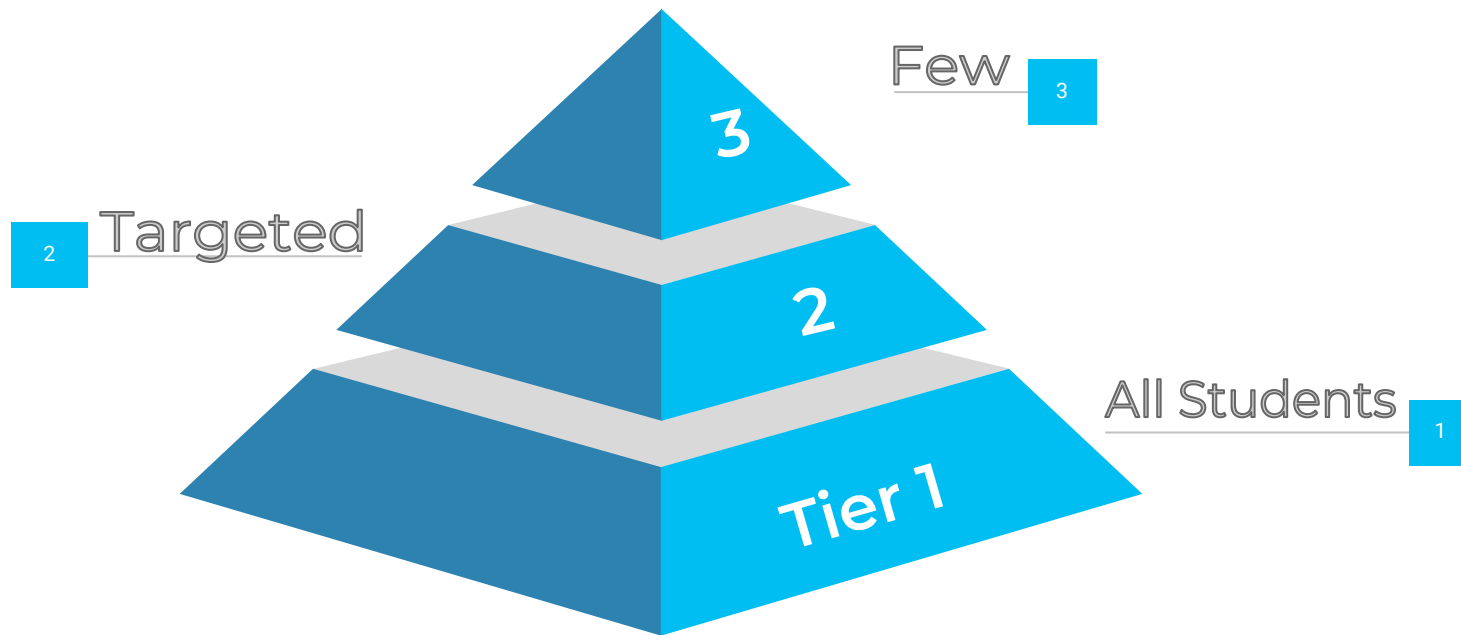
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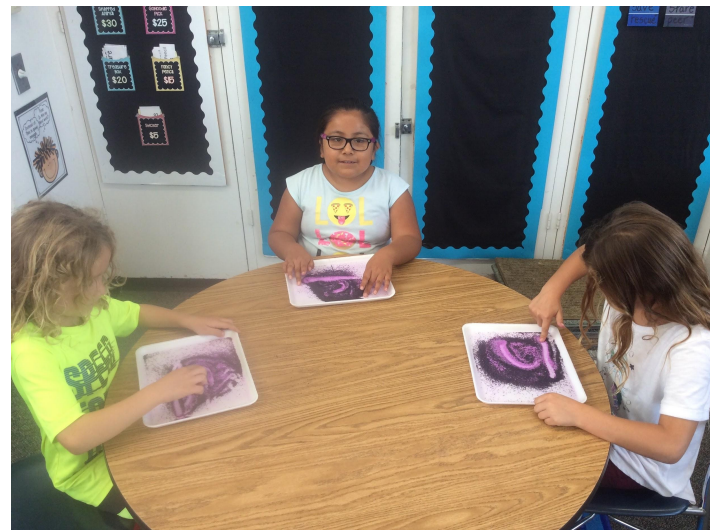
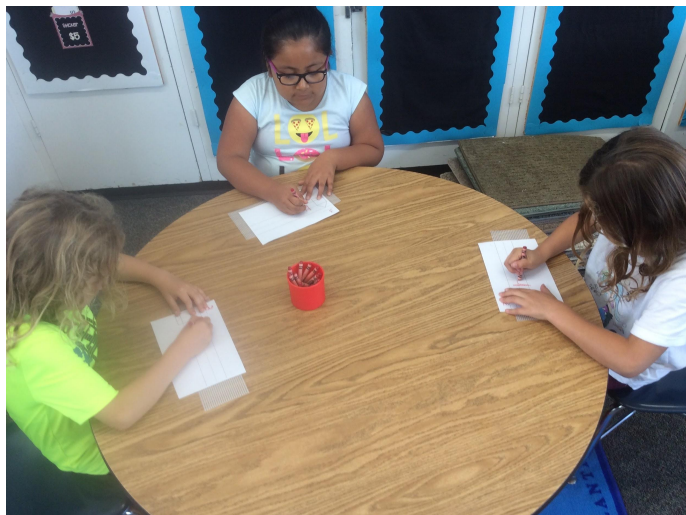
# Screening and Assessment

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# Instruction

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Thank you.

What questions do you have?

