

DYSLEXIA 101

SBISD Fall 2019

OBJECTIVES

- ❖ Become familiar with the definition of dyslexia and myths about dyslexia.
- ❖ Become familiar with common risk factors students with dyslexia may exhibit.
- ❖ Understand the student referral process and qualifying students under 504 for dyslexia.
- ❖ SBISD Dyslexia Reading Intervention Program-Orton-Gillingham Methodology.
- ❖ Video from a student's perspective.

WHAT IS 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.”

Adopted by the IDA Board of Directors, Nov. 12, 2002. Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](#).



TEDEd

WHAT IS DYSLEXIA?



WHAT TO LOOK FOR? (SEE HANDOUT)

- ❖ Struggles in the academic areas
- ❖ Difficulty with accurate and fluent word recognition
- ❖ Difficulty with written expression
- ❖ Difficulty with decoding and spelling
- ❖ Difficulty with phonological awareness
- ❖ Strong listening comprehension
- ❖ Unexpectedness
- ❖ Family history



REFERRAL PROCESS-IS A TEAM EFFORT

If a **teacher** suspects a student is struggling with reading and is not responding to TIER I interventions any of the following actions would be appropriate:

- ❖ Reach out to campus intervention specialists
- ❖ Reach out to the dyslexia support teacher
- ❖ Request an SSC

The **specialists** can:

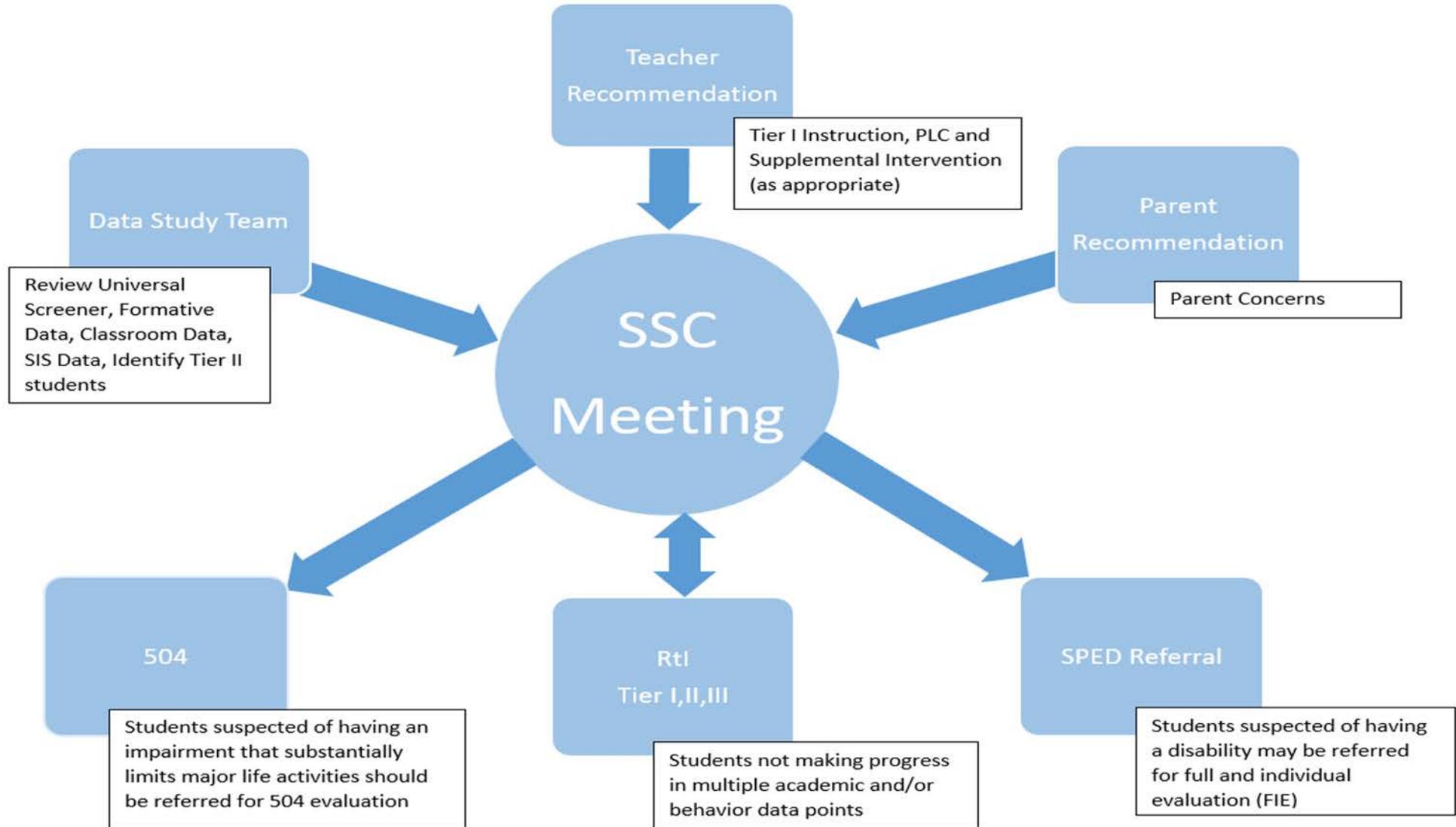
- ❖ Give suggestions for other TIER I interventions
- ❖ Support the data collection for the SSC

**Early identification of students with dyslexia along with a corresponding early intervention program for these students will have significant implications for their future academic success.*

(Straight Talk about Reading, Hall and Moats 1999)



DATA REVIEW AND STUDENT SUPPORT PROCESS



QUALIFYING STUDENTS UNDER 504 FOR DYSLEXIA

SSC refers for Formal Dyslexia Evaluation (504 Coordinator secures parental consent)

 Dyslexia Assessment Specialist conducts formal assessment & generates report

 Assessment Specialist and/or Campus Dyslexia Specialist present report to 504 committee

 504 Committee has three decisions to make:

1. Does the student have dyslexia?
2. Does the student qualify for 504 protection?
3. What are the appropriate interventions & accommodations for the student?



SBISD Dyslexia Reading Intervention Program



Orton-Gillingham Methodology

The purpose of Orton-Gillingham is to create a foundation for language that fosters a fluid transition from learning-to-read to reading-to-learn.

- **Combines** multi-sensory techniques with the structure of the English language
- **Incorporates** auditory, kinesthetic, and visual learning pathways
- **Implemented** in a large group setting as well as with individuals, small groups, and at-risk populations.
- **Connects** to Response to Intervention (RTI) at all levels while allowing for differentiation of instruction.
- **Connects** to effective reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension

