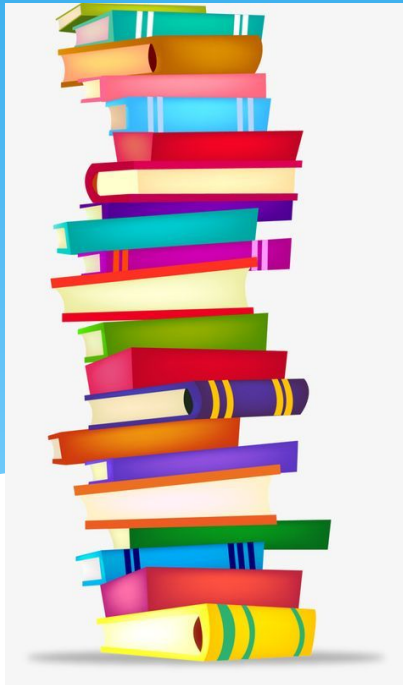


Supporting Students with Dyslexia



Dr. Kathy Futterman, ET/P, C-SLT
Dyslexia Consultant
MDUSD's Special Ed Dept.
Educational Specialist

What is Dyslexia?

dysLexia



What is dyslexia?

A language-based learning disability that is neurobiological in origin affecting a student's ability to read individual words accurately and fluently and by poor spelling and decoding abilities.

Dyslexia...

...which typically results 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 and...


Dyslexia defined...

Secondary consequences may include impacting reading comprehension (and written expression) that may impede vocabulary growth and background knowledge


Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD). 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](#).

Dyslexia

- *Students with dyslexia have average to above average to superior intelligence
- *Dyslexia affects 5-17% of the GENERAL population
- *Reading ability is SEPARATE from intellectual ability
- *Students with dyslexia are often our most creative, outside of the box thinkers and problem solvers



California Dyslexia Guidelines



California Department of Education
Sacramento, 2017



This is free and should be used as a reference guide:
California Dyslexia Guidelines

CA Dyslexia Guidelines

Definition of Dyslexia

Characteristics of Dyslexia

Neuroscience of Dyslexia

Dyslexia & English Language Learners

Screening & Assessing for Dyslexia

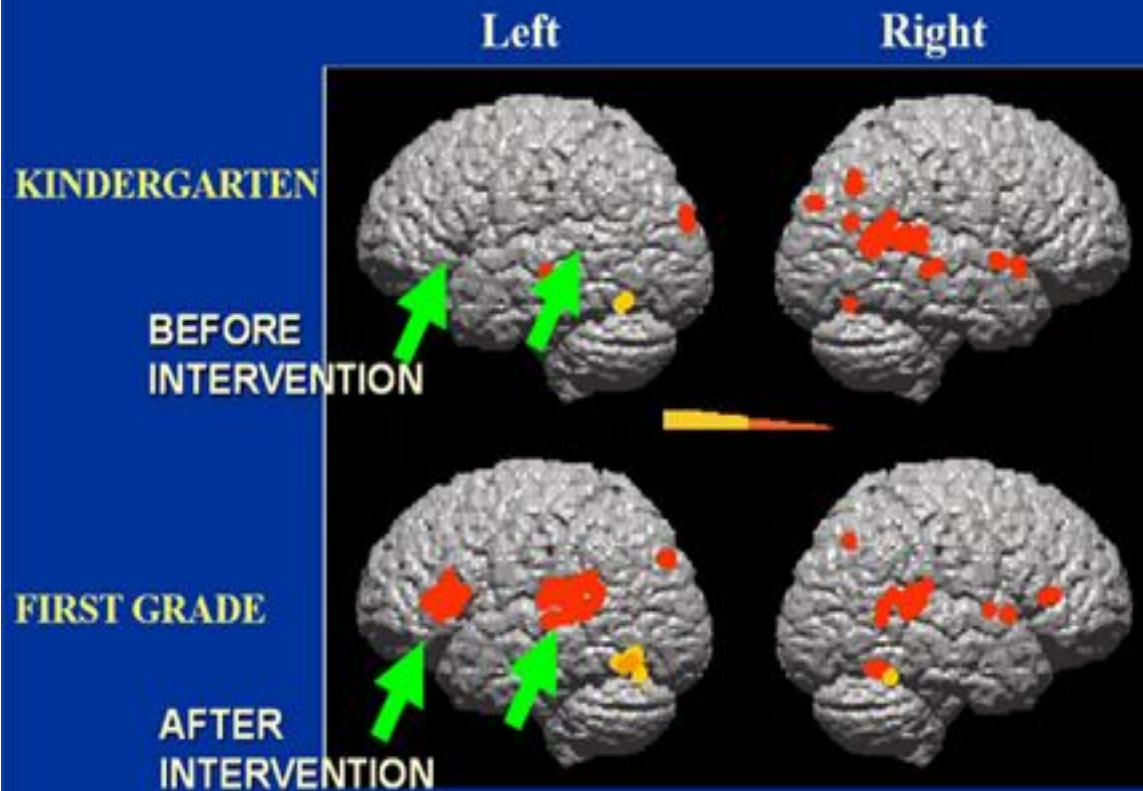
Teacher Training

Structured Literacy Approaches

Assistive Technology

Information & Resources for Parents

AT RISK READER



Dyslexia can coexist with...

- ADHD
- Specific Language Impairment
- Autism Spectrum Disorders
- Dysgraphia
- Dyscalculia
- Giftedness



Early Identification, Effective Instruction & Intervention



dyslexia

To Identify Dyslexia in Gen Ed...

- * Phonemic Awareness
- * Knowledge of Letter Names
- * Sound-symbol Correspondence
- * Single Word Decoding –
 - * Real Words
 - * Single Word Decoding – Nonsense Words
- * Sight Word Recognition
- * Rapid Naming – letters, numbers
- * Encoding = Spelling
- * Listening Comprehension
- * Reading Comprehension
- * Oral Reading Fluency
- * Handwriting/Written Expression

Use of a Universal Screener

- *Identifies students who may be AT RISK for dyslexia and other reading difficulties

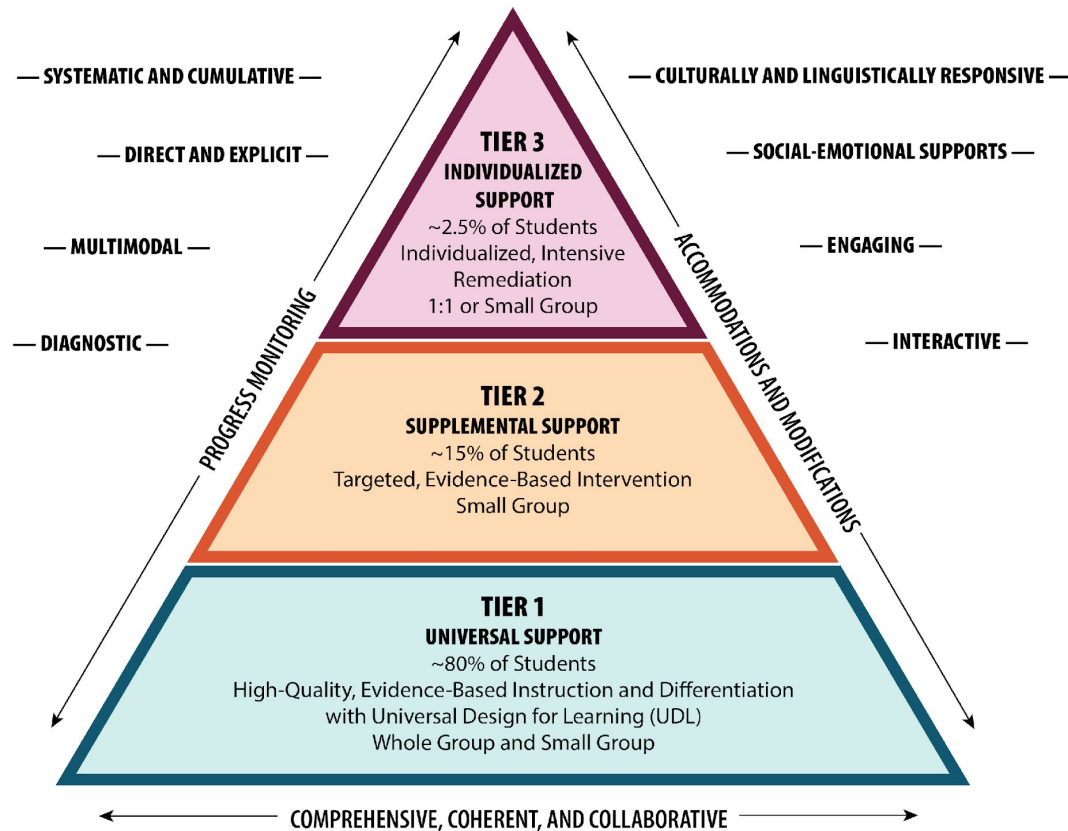
- *Should be administered in K-2 grades each year

- *Aligned with high-quality, evidence-based EFFECTIVE reading instruction and literacy intervention

- *Occurs in the GENERAL EDUCATION setting at Tier 1

MTSS MODEL

FOR ENGLISH LANGUAGE ARTS INSTRUCTION AND INTERVENTION:
SUPPORTING STRUGGLING READERS AND STUDENTS WITH DYSLLEXIA



TIER 1

UNIVERSAL SUPPORT

- Universal Screening
- Progress Monitoring Benchmarks (3 Times/Year)
- Structured Literacy Approach as Part of a Comprehensive ELA Curriculum

TIER 2

SUPPLEMENTAL SUPPORT

- Informal and Diagnostic Skill Assessments
- Ongoing Progress Monitoring (Based on Skill Mastery)
- Structured Literacy with More Intensive, Skill-Based Focus

TIER 3

INDIVIDUALIZED SUPPORT

- Formal, Standardized Assessments
- Daily Progress Monitoring
- Intensive Structured Literacy Approach

In the classroom...

- * **Not a substitute for remediation and targeted intervention using evidence-based Structured Literacy approaches to reading and language**

Structured Literacy approaches defined as:

Multi-sensory

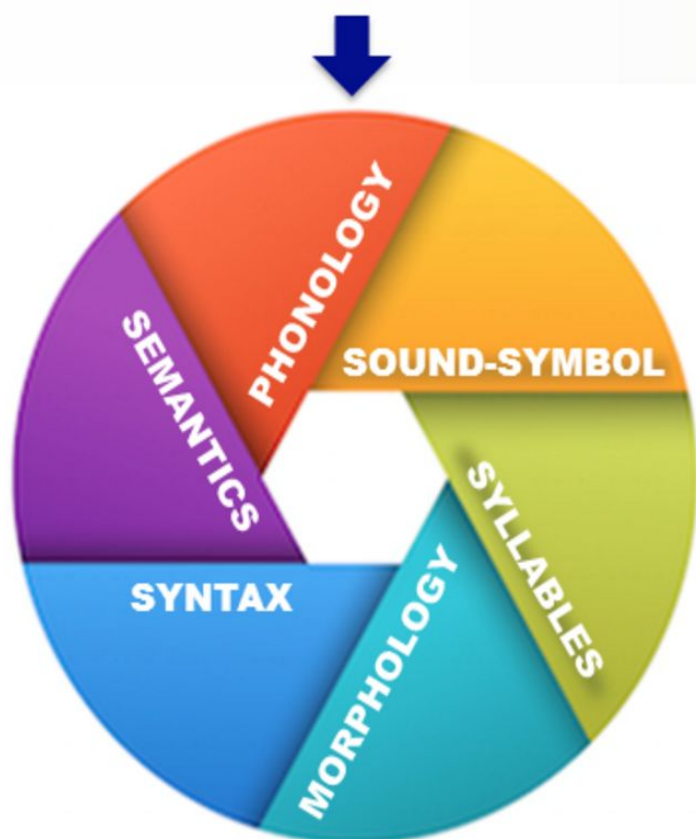
Structured & Sequential

Systematic

Direct & Explicit

STRUCTURED LITERACY PRIMER

**Structured Literacy's
ELEMENTS work together.**



Structured Literacy's
Evidence-Based Elements

Phonology (study of sound structure of spoken words) is a key element of Structured Literacy Instruction. **Phonemic awareness** (ability to distinguish / segment / blend / manipulate sounds relevant to reading/spelling) is central to phonology.

Sound-Symbol Association Once students develop phoneme awareness, they must learn the **alphabetic principle**—how to map phonemes to letters (**graphemes**) and vice versa.

Syllables Knowing the six syllable / vowel grapheme types helps readers associate vowel spellings with vowel sounds. Syllable division rules help readers divide / decode unfamiliar words.

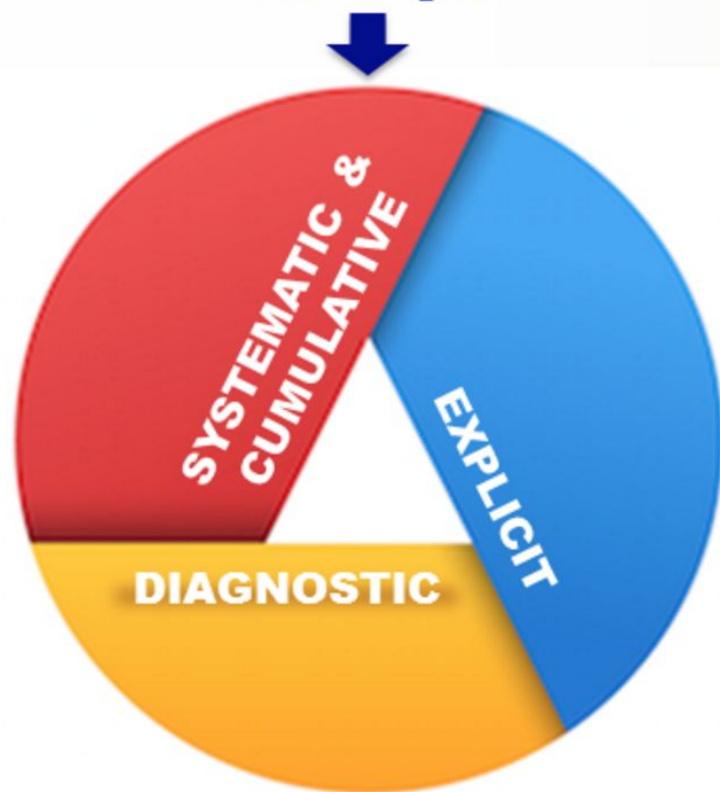
Morphology A **morpheme** is the smallest unit of meaning in language. Studying base elements and affixes helps readers decode and unlock the meanings of complex words.

Syntax—the set of principles that dictate the sequence and function of words in a sentence—includes grammar, sentence structure, and the mechanics of language.

Semantics Semantics is concerned with meaning. The Structured Literacy curriculum (from the start) includes instruction in the comprehension and appreciation of written language.

STRUCTURED LITERACY PRIMER

These **PRINCIPLES** guide how Structured Literacy's elements are taught.



Structured Literacy's
Evidence-Based Teaching Principles

Systematic & Cumulative

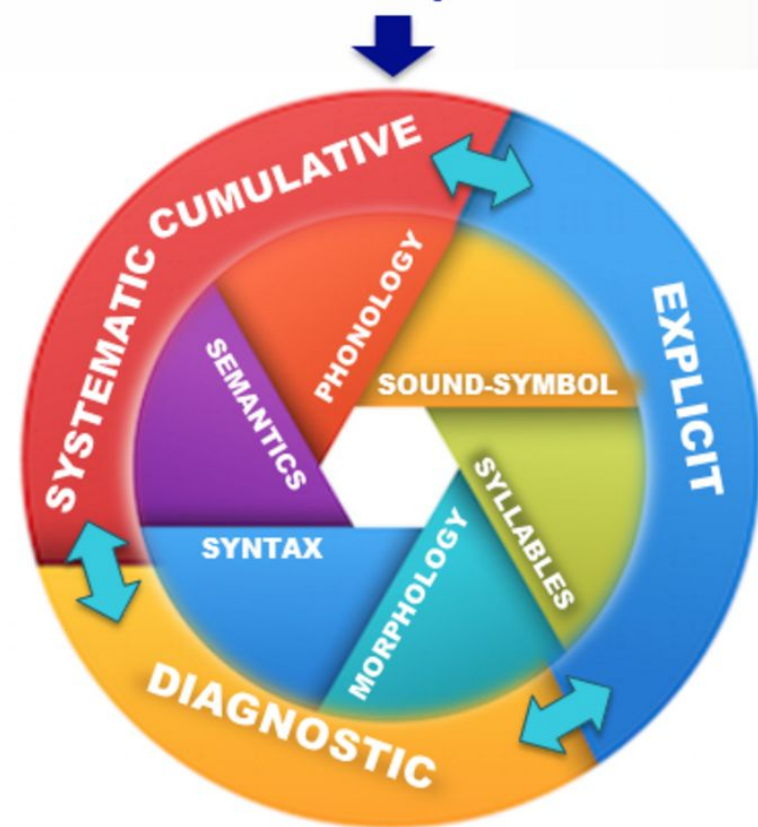
Structured Literacy teaching is systematic and cumulative. **Systematic** means that organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. **Cumulative** means each step is based on concepts previously learned.

Explicit Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (While **multisensory teaching** lacks the extensive research validating Structured Literacy's other teaching principles, decades of clinical results support efficacy of simultaneous association of auditory, visual, and kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.)

Diagnostic Teachers must be adept at individualizing instruction (even within groups) based on careful and continuous assessment, both informal (e.g., observation) and formal (e.g., with standardized measures). Content must be mastered to the degree of automaticity needed to free attention and cognitive resources for comprehension and oral/written expression.

STRUCTURED LITERACY PRIMER

Effective reading instruction for most children incorporates *all* this.



Inner Circle: Elements
Outer Circle: Teaching Principles

To ensure that *all* children have access to effective reading instruction, we must ensure that their teachers have **BOTH** the ...

- ✓ deep content knowledge and
- ✓ specific teaching expertise needed ...



to teach these **elements** according to these **principles**.



Assistive Technology

- * Text to Speech applications
- * Speech to text applications
- * eBooks/eTexts
- * Smart Pens
- * Graphic Organizers – printed or software
- * Color-coded raised-lined paper
- * Word prediction software
- * .pdf conversion applications

Examples of Computer-Based Resources

- * Writinga-z.com
 - * <http://www.writinga-z.com/>
- * Inspiration Software
 - * <http://www.inspiration.com/>
- * Natural Reader – Google Chrome Extension
 - * <https://chrome.google.com/webstore/detail/natural-reader-text-to-sp/kohfgcgcbkjodfcfkckackpagifgbcmmimk?hl=en>
- * Kami
 - <https://chrome.google.com/webstore/detail/kami-extension-pdf-and-do/ecnphlgnajanjnkcmdbpancdjoidceilk>

Programs & Services at MDUSD

1. [SPIRE](#)
2. [Sonday System](#)
3. Lindamood-Bell Programs
4. 2 SDC classes (one elementary and one middle school)
5. One 1:1 interventionist

Need to develop targeted, effective interventions for:

-Math

-Written Expression

Resources

[CA Dyslexia Guidelines](#)

[International Dyslexia Association](#)

[IDA-NorCal](#)

[Understood.org](#)

[Dyslexia in the Classroom: What Every Teacher Should Know](#)

[The Reading League - Science of Reading ebook](#)



~Thank you~

Kathy Futterman, Ed.D, ET/P

futtermank@mdusd.org