

Dyslexia Awareness Night

Presented by the Newport Heights PTA



Presenters:

- **Amy Paden** - Attorney and Mom to child w/dyslexia
- **Kristi Schwesinger** - Parent of dyslexic student, Bellevue PTSA Council, Decoding Dyslexia WA
- **Amber Anderson** - BSD Elementary Developer Literacy, Title I & Learning Assistance Program (LAP)
- **Jennifer Barabe-Snyder** –Special Education Elementary Director II
- **Emma Shirk** – Language & Literacy Director
- **Melisa Macias** – Executive Director of Teaching and Learning



Newport Heights Elementary PTA

We are all family, staff, and community members committed to working together on behalf of our children to provide inclusive access to activities and experiences that empower their educational journey.





What you will learn

- What is dyslexia?
- Myths about dyslexia
- Signs of dyslexia
- How to support your child
- State-wide screening for dyslexia
- BSD literacy curriculum changes
- BSD support for kids with dyslexia


What is dyslexia?


Dyslexia is an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader. It is most commonly due to a difficulty in phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read, spell and, often, learn a second language.


- The Yale Center for Dyslexia & Creativity


RCW 28A.320.250 (Washington State definition)

DYSLEXIA IS...

neurobiological

The brain processes written and spoken information differently.

language-based

It is not a problem with vision.

genetic

Dyslexia is passed through families.

common

About 1 in 5 have dyslexia

Myths v. facts

- **Myth #1: Students with dyslexia see and write words backwards.**
- **FACT:** Reversals are a result of the brain trying to process directionality. Reversals are normal up to 1st grade. This alone is not an indicator of dyslexia.
- **Myth #2: Dyslexia is the result of low intelligence, lack of effort, or not enough exposure to reading at home.**
- **FACT:** Research shows that the brain functions differently in kids with dyslexia. Intelligence and effort have nothing to do with it. Likewise, reading to your child cannot prevent or treat dyslexia.

- **Myth #3: Dyslexia is rare.**
- **FACT:** It is not rare at all. Research confirms that dyslexia affects 20% of the population. Dyslexia can range from mild to profound.
- **Myth #4: Dyslexia only affects English speakers.**
- **FACT:** Dyslexia occurs in all countries in the world with written language. But it often takes longer to pick up on reading issues in kids who are multilingual than in their peers.
- **Myth #5: Children will outgrow dyslexia**
- **FACT:** Dyslexia is a lifelong difference in the way the brain processes information. There are interventions that can help improve reading and accommodations that can facilitate learning.

Signs of Dyslexia – Kindergarten & Second Grade

Difficulties

- Reading errors that show no connection to the sounds of the letters on the page—will say “puppy” instead of the written word “dog” on an illustrated page with a picture of a dog
- Does not understand that words come apart into individual sounds
- Complains about how hard reading is; getting them to read is like pulling teeth
- Cannot sound out even simple words like cat, map, nap
- Does not associate letters with sounds, such as the letter b with the “b” sound

Strengths

- Curiosity
- Great imagination
- Ability to figure things out; gets the gist of things
- Eager to embrace new ideas
- A good understanding of new concepts
- Surprising maturity
- A larger vocabulary than typical for age group
- Excellent comprehension of stories read or told to them

Signs of Dyslexia – 3rd through 5th

Difficulties

- Reading is slow, inaccurate, or halting/choppy
- Has trouble reading unfamiliar words; difficulty sounding out multisyllabic words
- Anxiety around test taking; unable to finish
- Oral language abilities much higher than writing skills
- Has poor spelling and/or handwriting
- Similar words are confused (volcano/tornado, lotion/ocean)
- Has trouble recalling dates, names, telephone numbers, random lists, math facts
- Has low self-esteem or anxiety

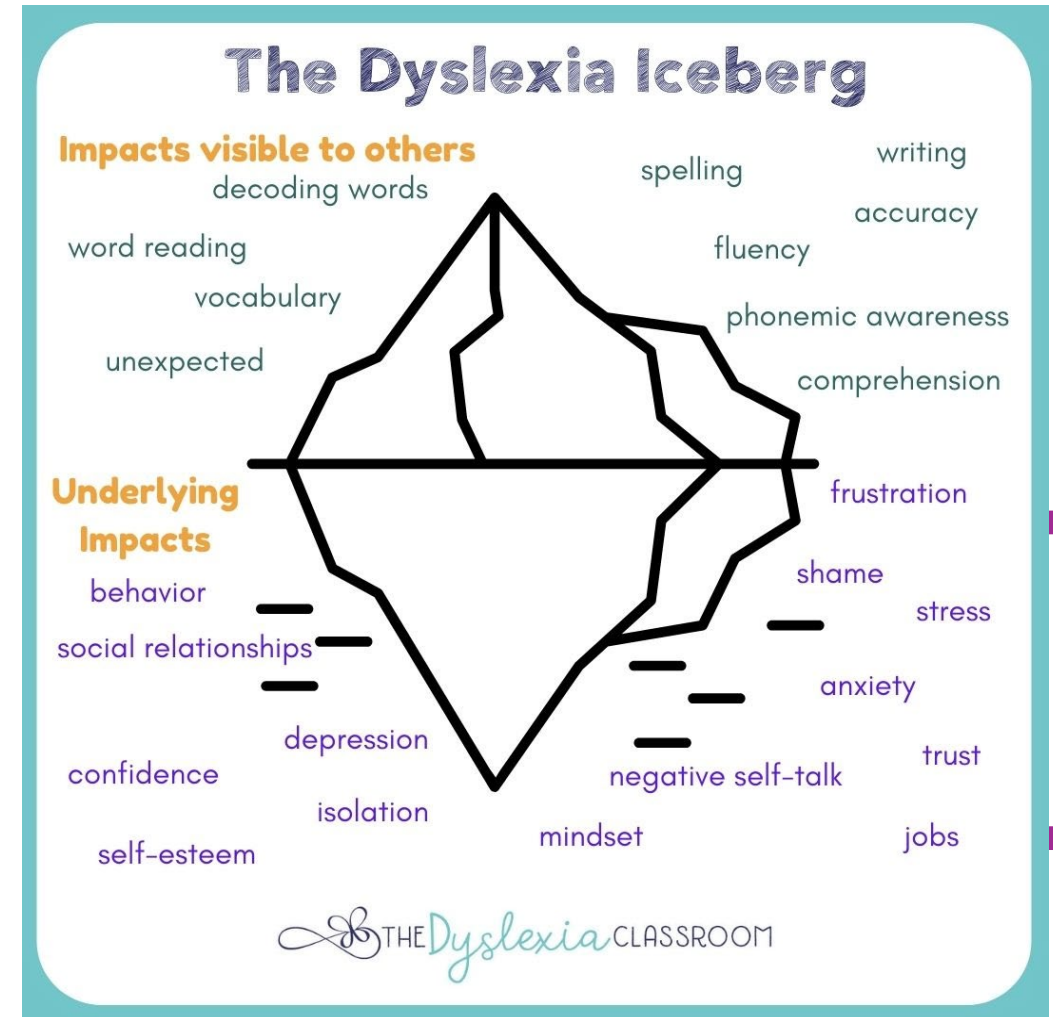
Strengths

- Large vocabulary for their age
- Strong comprehension of stories read/told to them
- Strong thinking skills: conceptualization, reasoning, imagination, abstraction
- Ability to get the “big picture”

The Hidden Impacts of Dyslexia


While their struggle may not always be visible to us, students with dyslexia often:

- feel insecure in their reading and writing abilities
- feel anxious when asked to read in front of peers
- spend more time completing homework assignments than their peers
- don't want to ask for the accommodations they need because they are embarrassed or feel singled out
- have anxiety
- keep it together during the school day and fall apart at home
- are mentally and physically exhausted when they come home





How to support your child

- **Early intervention:** If you see evidence of problems with spoken language, learning letter names, and especially if there is a family history, have your child tested. You are the expert of your child. You know when something is “off.”
 - **Learn about dyslexia:** You must become fluent in the language of dyslexia, reading/writing interventions, classroom accommodations, all of it. You need to be a strong advocate for your child. Eventually, you will need to teach your child how to advocate for themselves.
 - **Find a community:** One in five people have dyslexia. You are not alone in supporting a child with dyslexia. Find your support system.
 - **Focus on strengths, not just weaknesses.** The goal is to make sure that a child’s strengths, rather than weaknesses, define his life. Tell your child about the amazing famous people who also have dyslexia (Steven Spielberg, Sir Richard Branson, Charles Schwab, Cher, Agatha Christie, Steve Jobs)
- 

DYSLEXIC THINKING SKILLS

Empower students by reframing the narrative to focus on **STRENGTHS**:



Visualising

Interacting with space, senses, physical ideas & new concepts.

(75% of dyslexics are above average at Visualising).



Imagining

Creating an original piece of work, or giving ideas a new spin.

(84% of dyslexics are above average at Imagining).



Communicating

Crafting & conveying clear & engaging messages.

(71% of dyslexics are above average at Communicating).



Reasoning

Understanding patterns, evaluating possibilities & making decisions.

(84% of dyslexics are above average at Reasoning).



Connecting

Understanding self; connecting, empathising & influencing others.

(80% of dyslexics are above average at Connecting).



Exploring

Being curious & exploring ideas in a constant & energetic way.

(84% of dyslexics are above average at Exploring).

Dyslexia Resources



Yale Center for Dyslexia and Creativity: www.dyslexia.yale.edu/resources/parents

Fairfax County Public Schools website about dyslexia: <https://www.fcps.edu/academics/academic-overview/special-education-instruction/high-incidence-disabilities-team-k-12/dyslexia-information>

Websites/groups: www.dyslexiamomlife.com (podcasts, free resources, YouTube channel, all from a super-smart mom's perspective); www.madebydyslexia.org (lots of great videos for kids and adults, also learning resources for teachers and a podcast on dyslexia-related subjects); Facebook groups (Dyslexia Support – Washington State; Issaquah Dyslexia Discussion Group; Bellevue Dyslexia Discussion and Advocacy Group; Decoding Dyslexia – WA)

Books: Overcoming Dyslexia by Sally Shaywitz, M.S. and Jonathan Shaywitz (see also, www.coursera.org and search “Overcoming dyslexia” for a free 9-part course)

The Opposite of Worry by Lawrence J. Cohen (good resource for parents of kids with anxiety)

Tutoring resources: Wired for reading (Oksana Krumm, WFR Specialist), Lexercise

Audiobooks: Learning Ally, www.learningally.org

Podcasts: Sold a story (great podcast series about how reading has been taught in the US for the past 25 years); Together in Literacy podcast and website (great for parents, advocates, and educators); Dyslexia Mom Life

BRAIN SCIENCE

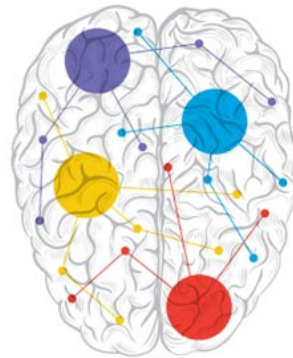
There Is No Single "Reading Region"

Reading Requires Building Neural Circuits Across Critical Brain Regions

Regions of the Brain Activated While Reading, as Viewed in fMRI Scans

VISUAL CORTEX
Recognizes visual representations of written letters and words

AUDITORY CORTEX
Creates meaning out of speech sounds and builds comprehension



ANGULAR GYRUS
Connects discrete sounds to letters in order to form words and meaning

INFERIOR FRONTAL GYRUS
Aids in speech production, fluency, and comprehension

Reading is an incredibly complex activity that involves **building neural pathways** among these four discrete regions of the brain. Explicit, systematic instruction is needed to develop the foundational skills associated with each function. This includes **language fluency, phonological awareness, orthography, phoneme-grapheme correspondence, and fluency.**

Interestingly, neuroscience indicates that the quality of reading instruction impacts a **child's brain white matter development**—the neuropathways that connect areas of the brain. The biggest impact to support this is between Kindergarten and Third-Grade.

SCARBOROUGH'S READING ROPE

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading

Fluent execution and
coordination of word
recognition and text
comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

E2SSB 6162 WASHINGTON STATE'S NEW LITERACY LAW

SCREENING & INTERVENTION

In 2018, the Washington State Legislature passed E2SSB 6162. This new law requires schools to screen students for literacy problems. This will allow schools to provide targeted support on a faster timeline in a general education setting. The law went into effect during the 2021-2022 school year. Here are the 5 main elements of the new law:



1

SCREENING GRADES K-2

Schools must screen all K-2 students for literacy difficulties or indications of dyslexia. Screener options have been suggested by the state Dyslexia Advisory Council. Five areas must be screened: (1) phonological awareness, (2) phonemic awareness, (3) rapid naming skills, (4) letter sound knowledge, and (5) family history of difficulty with reading and language acquisition.

2

MULTI-TIERED SYSTEMS OF SUPPORT

Schools must use increasingly intensified levels of support for students flagged in the screener. This intervention model is called Multi-Tiered Systems of Support (MTSS). Schools will start by providing support in the general education classroom. Extra layers of intervention are added if difficulties persist. Schools must make a referral for a special education evaluation if the interventions do not appear to be helping the student.

3

STRUCTURED LITERACY

Interventions provided to students who are flagged by the screener must be multisensory and evidence-based. They must reflect current best practices and use a structured literacy approach. Structured literacy teaches reading, writing, and spelling in an explicit and systematic way.

4

TEACHER TRAINING

Interventions must be provided by an educator trained in teaching methods that specifically target students' areas of weakness. If a district uses new instructional approaches (e.g. structured literacy) teachers should receive training on these new methods. OSPI also recommends that districts train teachers to properly administer the district's selected screener and develop a training schedule for the onboarding of new educators and staff.

5

COMMUNICATION WITH FAMILIES

When a student is flagged as having a weakness in one of the screened areas, the school must notify the family. This notice must include: (1) students' areas of weakness, (2) the plan for intervention, (3) information relating to dyslexia and parental support. The school must also regularly update parents about the student's progress.

K-2 BSD Literacy Screening Process

BSD Screening & Diagnostic – Fall, Winter & Spring

Fall, Winter & Spring: All students are administered the mCLASS DIBELS Assessment.

Between Fall and Winter: Educator provides smCLASS Instruction, Heggerty lessons & Lexia Core 5 Lessons as needed for intervention.

Kindergarten	1 st	2 nd
Letter Naming Fluency	Letter Naming Fluency	
Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	
Nonsense Word Fluency - CLS & WRC	Nonsense Word Fluency - CLS & WRC	Nonsense Word Fluency - CLS & WRC
Word Reading Fluency	Word Reading Fluency	Word Reading Fluency
	Oral Reading Fluency	Oral Reading Fluency
		MAZE – Multiple Choice Cloze

All multilingual/English learners are included in early literacy screening except students who have been enrolled less than four months in U.S. schools, per OSPI guidance.

Aligned with [OSPI's recommended Literacy Skills Screening Timeline](#).

3-5 BSD Literacy Assessments

Fall, Winter & Spring: All students complete STAR Reading Assessment.

For students performing below STAR Reading grade level benchmark, classroom educators administer mCLASS DIBELS assessments to inform instructional supports.

Between Fall and Winter: Provide mCLASS Instruction, Heggerty lessons & Lexia Core 5 Lessons as needed for intervention.

BSD Info:

<https://www.bsd405.org/academics/assessments-and-surveys/early-literacy-dyslexia-screening>



	3 rd	4 th	5 th
Universal Screening	STAR Reading	STAR Reading	STAR Reading
Diagnostic (Additional as needed)	Phonemic Segmentation Fluency Nonsense Word Fluency - CLS & WRC Word Reading Fluency Oral Reading Fluency	Oral Reading Fluency	Oral Reading Fluency
	MAZE – Multiple Choice Cloze	MAZE – Multiple Choice Cloze	MAZE – Multiple Choice Cloze

Literacy Screening Information Night

- **Week of Feb. 24th** - Tentatively Feb. 27th, evening event.
- **Location:** WISC Rainier Room (next to Botanical Gardens)
- Join us to learn more literacy screening and instruction to support students.



SCREENING & ASSESSMENTS

What tests do schools use ?

FORMAL VS. INFORMAL TESTS

Formal tests are standardized. Norms or set benchmarks allow comparisons with a peer group for objective, precise results.

Informal tests have more flexibility/options but NO norms. Give a holistic picture of strengths and weak areas.



UNIVERSAL SCREENING

1 -3 times per year

Give to all students in a class, grade, or school to identify students with potential reading problems & children who need extra support.



DIAGNOSTIC TESTS

After screening as often as needed

Identify specific strengths and weak areas in reading. Detailed profile of student's reading to guide intervention.



PROGRESS MONITORING

Every 1-4 weeks

Regular spot checks of student progress to measure growth, to adjust instruction, and to see if your intervention is working.





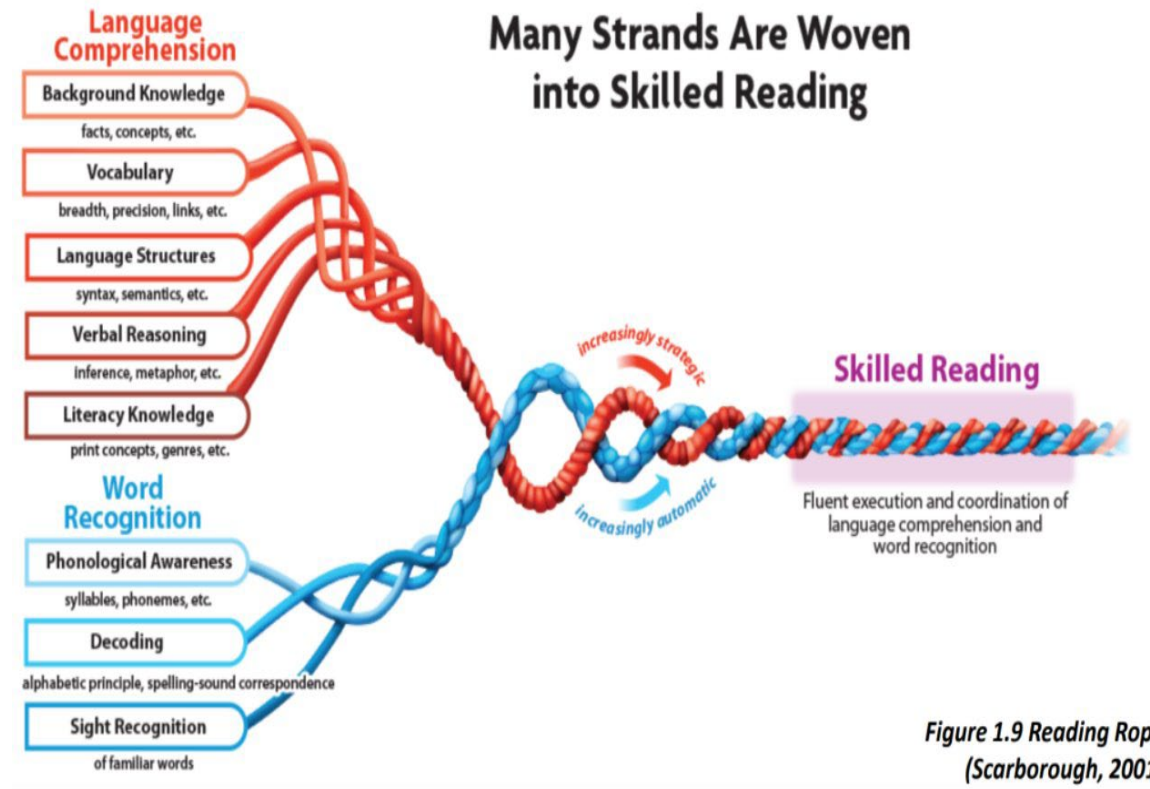
SUMMATIVE TESTS

1-2 times per year

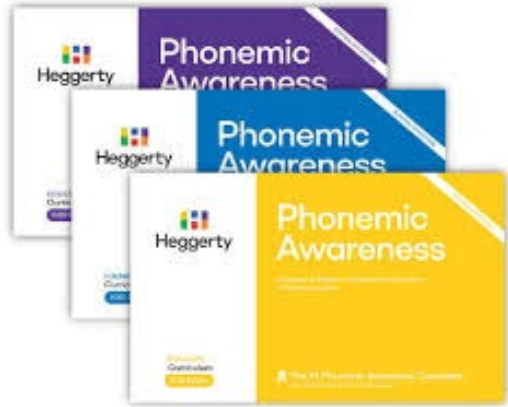
Check overall reading performance. Typically given at the end of a unit of study or end of school year. One tool to gauge program effectiveness.

Components of Literacy Instruction

K/1	2	3	4/5
Read Aloud, Reading Comp. & Writing  60 min.	Read Aloud, Reading Comp. & Writing  65 min.	Read Aloud, Reading Comp. & Writing  75-80 min.	Read Aloud, Reading Comp. & Writing  75-80 min.
<i>Cross Linguistic Connections & Integrations Cultivating Oracy</i>			
Phonemic Awareness  Phonics  40 min.	Phonics   30 min.	Phonics Irregularities & Morphology (Experimental Use) 10-15 min.	Phonics Irregularities & Morphology (Experimental Use) 10-15 min.



UFLI & Heggerty: Foundational Skills



The Heggerty curriculum is a program of daily lessons that helps students develop phonemic and phonological awareness skills. It can be used in Pre-K through 2nd grade, and can also be used to help older students who are struggling with reading and spelling.

Comprised of:

- Rhyming
- Isolating initial, final and medial phonemes
- Blending
- Segmenting
- Adding, deleting & substituting phonemes
- Recognizing alliteration



UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading.

It follows a carefully developed [scope and sequence](#) designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

ARC Core: Reading/Language Comprehension & writing

A knowledge-building literacy curriculum to cultivate students' general knowledge of the world to help them understand what they read.

Content-focused: Knowledge-building curricula focus on teaching content, such as science, history, literature, etc.






Explore topics in depth: Curricula dedicate many weeks to a topic so students can build a network of related concepts.

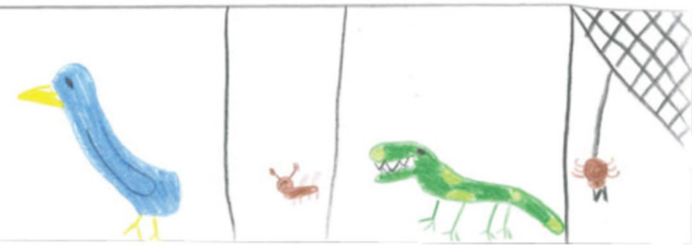
Build a schema: Students are given text sets on related topics to help them build a mental model, or schema, that allows them to apply what they've learned to new topics.

Teach vocabulary: Curricula explicitly teach vocabulary words that will be used throughout a unit.

Read multiple genres: Students read multiple genres on the same topic to develop a deeper understanding.

Provide opportunities for oral and writing practice: Students are given opportunities to practice writing and discussing what they've learned and demonstrate acquisition of new vocabulary and personal connection with the topic.

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<p>5</p> <p>What eats it?</p> <p>Lots of animals eat ladybugs like birds, flies, lizards and spiders.</p> 

Connect with Special Education

- **Begin with Teacher** – Meet and discuss concerns
- **Teacher will contact the school personal** that can support your child's educational needs (i.e. School Counselor/ School Psychologist)
- **Teacher/School team will meet with you** to collaboratively provide information to support your child's educational needs.



Connect with Language and Literacy

Elementary Curriculum Developers: Curriculum, Assessments & Instruction K-5	Director of: K-5 Language & Literacy Dual & Bilingual Programs MLL LAP & Title I	Executive Director of Teaching and Learning
<p>Amber Anderson – Grades K-2 & LAP/Title I Supports andersonam@bsd405.org</p> <p>Eric Nelson – Grades 3-5 & K-5 Social Studies nelson@bsd405.org</p> <p>Jennifer Rivera – MLL All Subjects riveraj@bsd405.org</p>	<p>Ema Shirk shirke@bsd405.org</p>	<p>Melisa Macias maciasm@bsd405.org</p>

We Value Your Feedback!

Would you be interested in joining a committee comprised of family members and DSD staff to help us plan future events and envision reading instruction?

Please share with us ideas for how we can best support students with reading difficulties in our district?



Contact Us!

Name	Title(s)	Contact
Amy Paden	Attorney, NHE PTA member, mom	amypaden@gmail.com (206) 883-6579
Kristi Schwesinger	Parent, Bellevue PTSA Council, Decoding Dyslexia WA	kristischwes@gmail.com
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Ema Shirk	Language & Literacy Director	ShirkE@bsd405.org
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