



1

Our Goals

- 

UNDERSTAND
DYSLEXIA
- 

GET FAMILIAR WITH
MCS POLICIES
- 

LEARN STRATEGIES TO
HELP AT HOME

2

Before we begin...

- This is a no judgement zone
- Make connections
- Ask! Ask! Ask!



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Agenda

What dyslexia is, and what dyslexia is not	Signs and Characteristics of dyslexia	Quick Science of Reading overview
Mississippi Legislation	MCS policies	What can parents do?

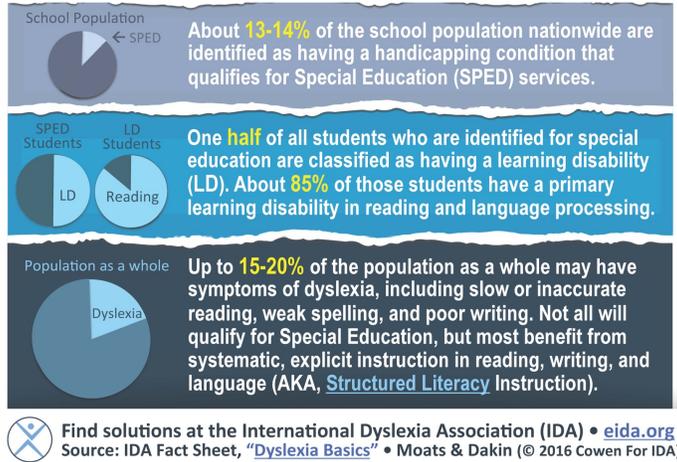
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Share one thing you think of when you hear the word dyslexia...



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How widespread is dyslexia?

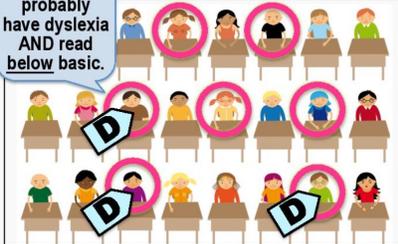


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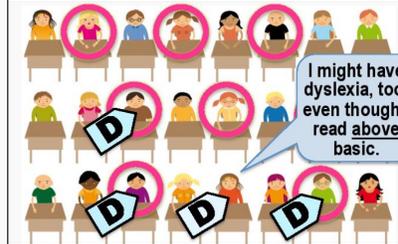
2. Children with dyslexia are in every classroom

The International Dyslexia Association (IDA) estimates that **15-20%** of the population as a whole may have symptoms of dyslexia.

At least three of us probably have dyslexia AND read below basic.



I might have dyslexia, too, even though I read above basic.



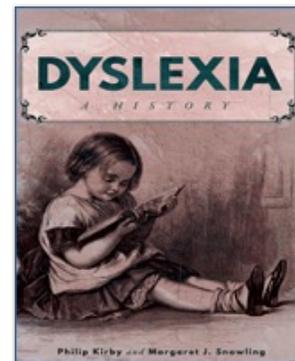
Even using IDA's conservative estimate (15%), as many as **3-4 students** in this 4th grade class may have symptoms of **dyslexia**. Most probably are among those reading *below* basic.

However, some students with dyslexia may read *above* basic and may not be identified for Special Education. They may be capable of much more, but struggle just to keep up.

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What is dyslexia?

- Dys = Difficulty
- Lex = Words
- Term coined in the 1800's



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Definition of 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."

Mississippi Department of Education's definition adopted from the International Dyslexia Association's definition

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Components of the Definition:

Dyslexia is:

- A specific learning disability...

The broad term "learning disability" does not specify the area of difficulty well enough to determine interventions for students. Dyslexia is specific to print language.

- Neurobiological in origin ...

The student with dyslexia is born with a brain that is structurally and functionally different from the brain of a student who does not have dyslexia. Some of these differences negatively impact phonological processing skills, rapid naming, word recognition, reading fluency, and comprehension.

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○ A brain difference ...

There is a disruption (disconnection) of the brain centers used in reading which causes scattered activity in the right hemisphere rather than focused activity in the left hemisphere. The brain function of a dyslexic student changes with interventions that are designed specifically for dyslexia. (Shaywitz, 1996)

○ Characterized by difficulties with accurate and/or fluent word recognition...

The student with dyslexia has difficulty being consistent in identifying sight words accurately and in reading with appropriate expression and rate. According to the National Reading Panel (2000), "Fluency is the ability to read quickly, accurately, and with good understanding."

○ A deficit in poor spelling and decoding abilities...

The student with dyslexia usually does not spell or decode words intuitively nor learn these skills implicitly. Phonics rules governing spelling and decoding should be taught directly and explicitly for best results.

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○ A deficit in the phonological component of language...

Students with dyslexia have a core deficit in phonological processing skills (phonological awareness, phonological memory, and rapid automatic naming). Phonological awareness usually has the most pronounced deficit, particularly in phonemic awareness (recognition, segmentation, deletion, and manipulation of sounds in spoken words). The student with dyslexia may also have difficulty with phonological memory and rapid naming. Phonological memory is the ability to temporarily store bits of verbal information and retrieve them from short term memory (Shaywitz, 2003). Rapid naming is the ability to quickly retrieve the name of a letter, number, object, word, picture, etc., from long term memory.

○ Often unexpected in relation to other cognitive abilities...

Students with dyslexia exhibit reading difficulties in spite of demonstrated cognitive abilities in other areas. According to Shaywitz (2003), a key concept in dyslexia is "unexpected difficulty in reading in children and adults who otherwise possess the intelligence, motivation, and reading instruction considered necessary for accurate and fluent

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Secondary Causes

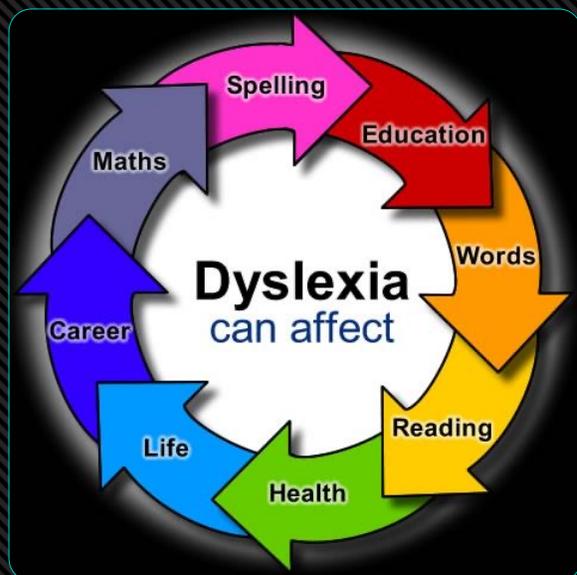
Dyslexia causes:

- difficulties in reading comprehension
- reduced reading experiences that can impede growth of vocabulary and background knowledge

The lack of growth of vocabulary and background knowledge highlights the “downstream consequences of dyslexia,” according to Reid Lyon (2002). Because students with dyslexia do not read as much as their reading peers, their word knowledge and background knowledge does not keep pace with expectations for their age and grade level. Therefore, reading comprehension will be impaired without adequate reading experience, vocabulary, and background knowledge.

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- The impact that dyslexia has is different for each person and depends on the severity of the condition and the effectiveness of instruction or remediation.

- The impact of dyslexia on a person's life can change throughout their life.

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Dyslexia Is Not...

Common myths about dyslexia

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Dyslexia is not...

- Outgrown
- Seeing letters backwards
- Very rare
- Diagnosed with a single test
- A medical problem, which only doctor can diagnose
- Only identified in 3rd grade at the earliest
- A general, catch-all term
- A recently discovered diagnosis
- An excuse for a student unable to learn phonics
- Cause by poor teaching methods
- Due to laziness
- Caused by brain damage
- A SPED issue

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If a child has difficulty reading, do they have dyslexia?

○ Environmental and/or external factors like instruction, SES, background knowledge, etc. can also affect reading development.

○ Not all students diagnosed with a Specific Learning Disability will be considered to have dyslexia



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Common Signs and Characteristics of Dyslexia



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Preschool

May talk later than most children

May have difficulty pronouncing words such as busgetti for spaghetti, mawn lower for lawn mower, etc.

May be slow to add new vocabulary words

May be unable to recall the right word

May have difficulty with rhyming

May have trouble learning the alphabet, numbers, days of the week, months of the year, colors, shapes, how to spell and write his or her name

May have trouble interacting with peers

May be unable to follow multi-step directions or routines

Fine motor skills may develop more slowly than in other children

May have difficulty telling and/or retelling a story in the correct sequence

Often has difficulty separating sounds in words and blending sounds to make words

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Kindergarten through 4th Grades

Has difficulty decoding Single Words (reading single words in isolation)

May be slow to learn the connection between letters and sounds

May confuse small words: at - to, said - and, does - goes

Makes consistent reading and spelling errors including:

- Letter reversals – do for be as in dog for bog
- Word reversals – tip for pit
- Inversions – m and w or u and n
- Transpositions – felt and left
- Substitutions – house and home

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K – 4th Continued...

May transpose number sequences and confuse arithmetic signs

May have trouble remembering facts

May be slow to learn new skills; relies heavily on memorizing without understanding

May be impulsive and prone to accidents

May have difficulty planning

Often uses an awkward pencil grip (fist, thumb hooked over fingers, etc.)

May have trouble learning to tell time

May have poor fine motor coordination

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5th – 8th Grades

Is usually reading below grade level

May reverse letter sequences - soiled for solid, left for felt

May be slow to discern and to learn prefixes, suffixes, root words, and other reading strategies

May have difficulty spelling; spells the same word differently on the same page

May avoid reading aloud

May have trouble with word problems in math

May write with difficulty with illegible handwriting; pencil grip is awkward, fist-like

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5th – 8th Continued...

May avoid writing

May have slow or poor recall of facts

May have difficulty with comprehension

May have trouble with non-literal language (idioms, jokes, proverbs, slang)

May forget to hand in homework or to bring in homework

May have difficulty with planning and time management

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The Neuroscience of Reading

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We are hard-wired for language.
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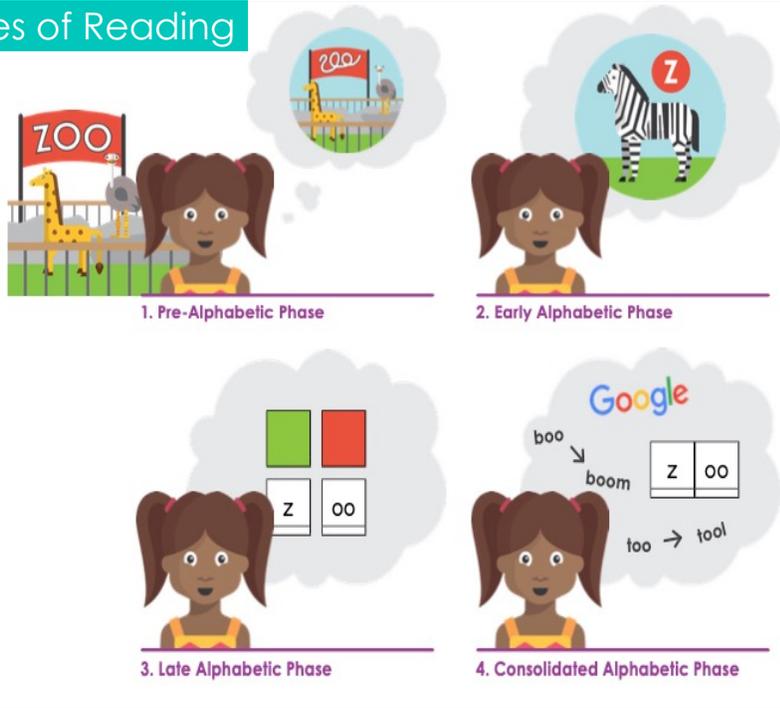
Reading is language made visible.
- 

Reading is an adaptation.
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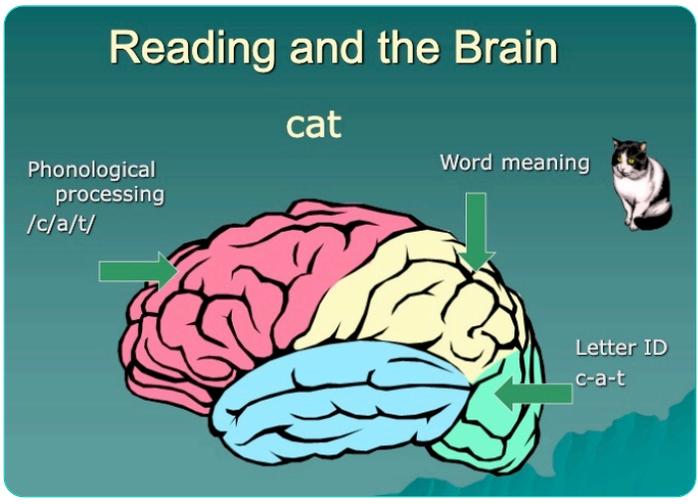
For many, creating the circuitry for reading is difficult.

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Ehri's Phases of Reading



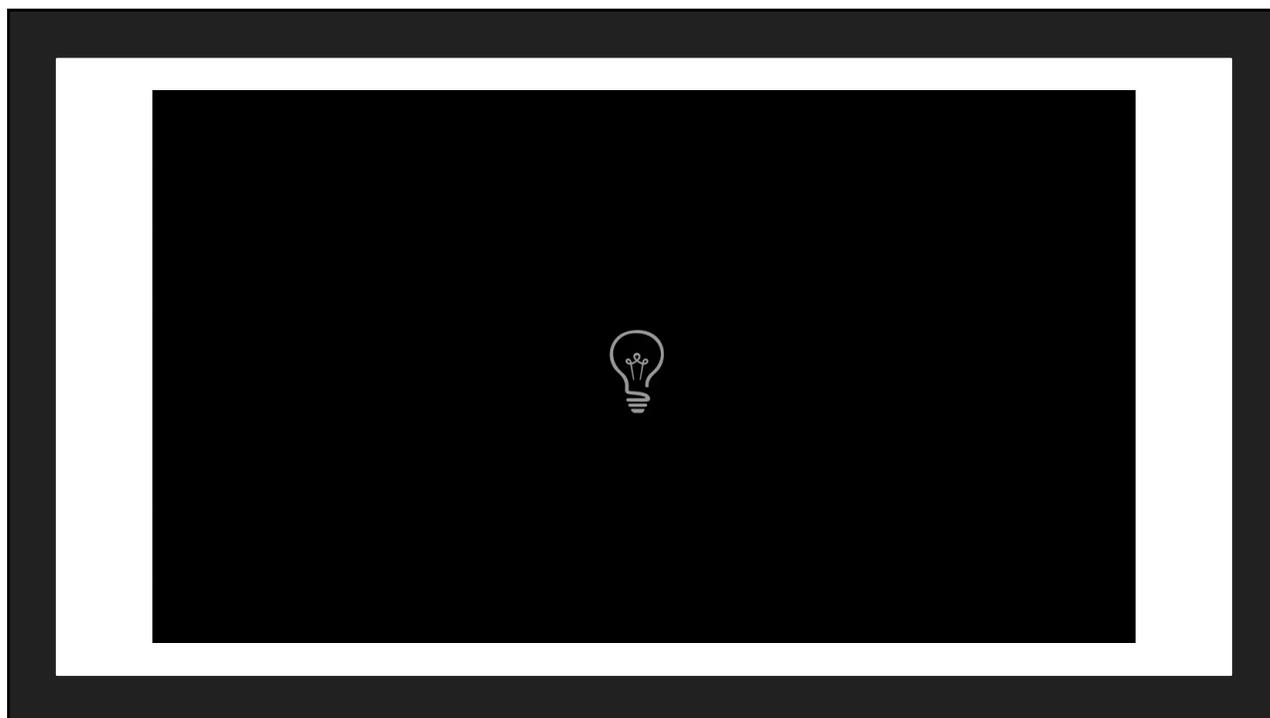
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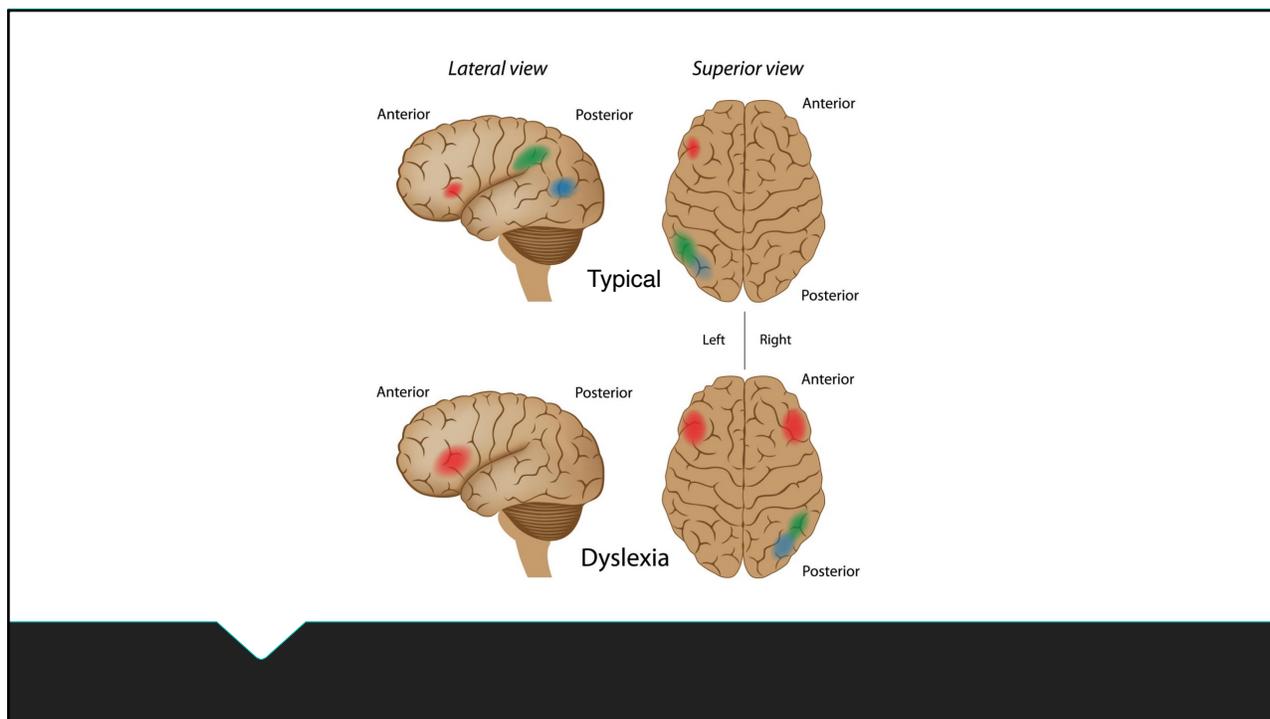
Learning to read consists of:

- Creating an invariant visual representation of written words.
- Connecting it to brain areas coded for sound and meaning.

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Adaptation is possible due to brain plasticity

- Plasticity is making new connections, not new neurons
- Effective remediation drives brain changes
- New neural connections form Efficiency and synaptic numbers increase
- There is a "computer upgrade"
- Capacity is enhanced It is easier for complex information to be processed
- Memory and retrieval are improved

-Dr. Gordon Sherman

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The Simple View of Reading



Gough & Tunmer, 1986

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Decoding

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bibble
brointa
quintooplit

Really Great Reading

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magical

memorable

momentous

Really Great Reading

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Language Comprehension

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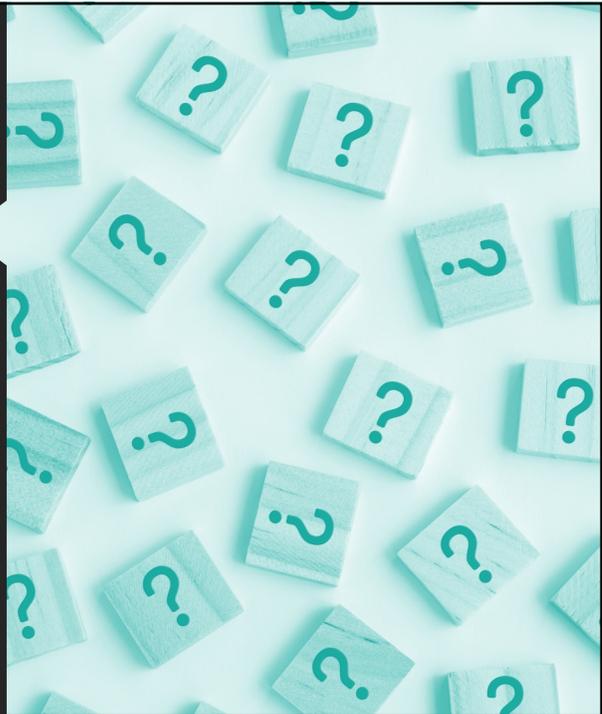
Having crumbled to 214 all out, with Jonathan Trott's 84 not out the glue across an otherwise brittle English innings, the tourists were back in the contest when Paul Collingwood's brace had the hosts wobbling at 100 for five at the turn of the 21st over.



Campbell, Ellis, & Williams, 2011

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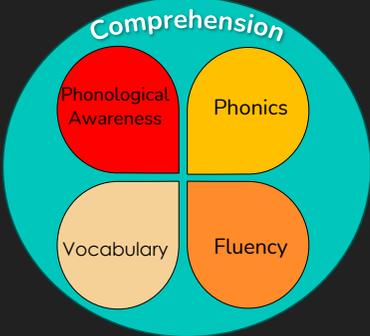
The jaguars have three tight ends in this set. A little play action now with a pass taken here by Etienne. Off he goes into saints' territory. Bigsby is the running back, but they set him wide to the left of the rookie out of Auburn, so they go empty here. And Lawrence is going to take off and slide it home. In the pocket fires, caught. That's another first down.



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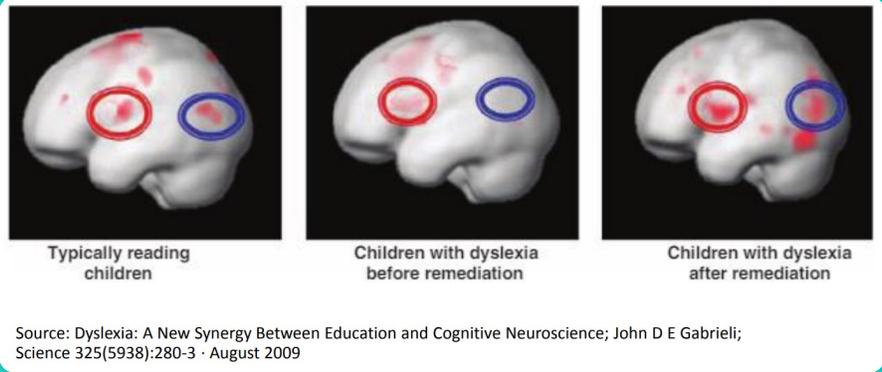
The Essential Components of Reading

National Reading Panel
NICHD 2000



The diagram shows a large teal circle with the word 'Comprehension' at the top. It is divided into four equal quadrants by a vertical and a horizontal line. The top-left quadrant is red and labeled 'Phonological Awareness'. The top-right quadrant is yellow and labeled 'Phonics'. The bottom-left quadrant is tan and labeled 'Vocabulary'. The bottom-right quadrant is orange and labeled 'Fluency'.

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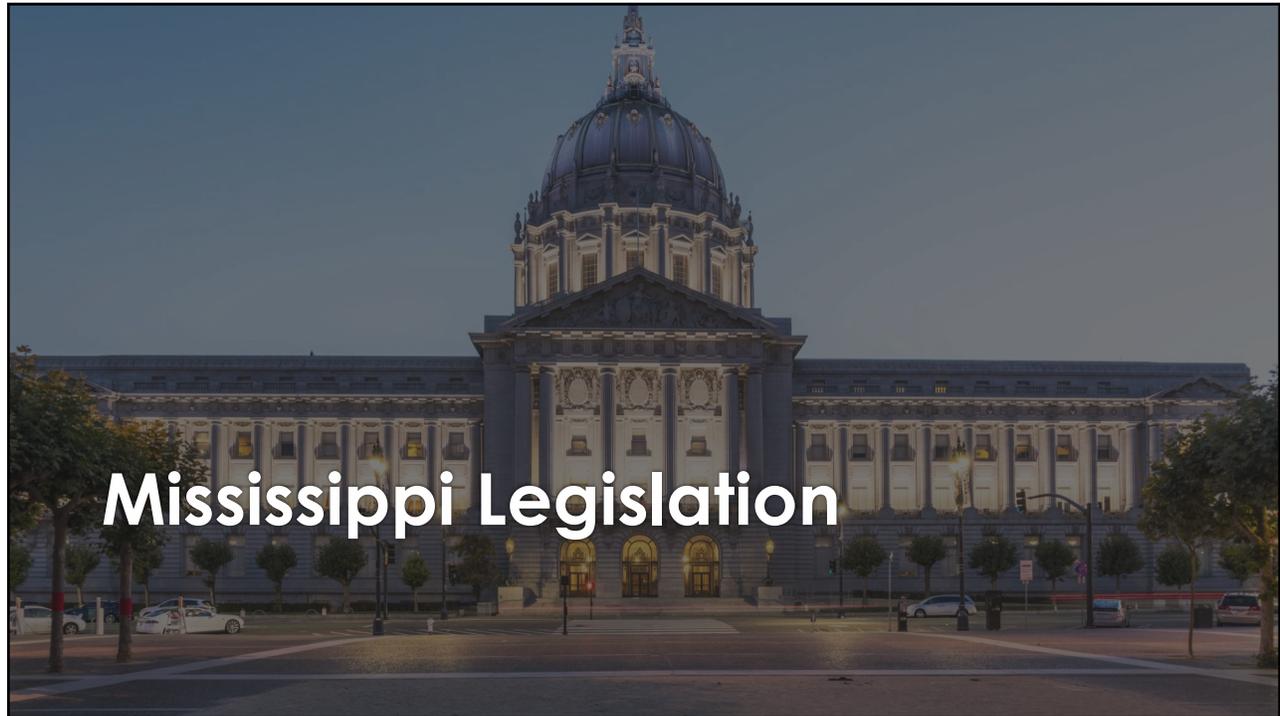
Typically reading children Children with dyslexia before remediation Children with dyslexia after remediation

Source: Dyslexia: A New Synergy Between Education and Cognitive Neuroscience; John D E Gabrieli; Science 325(5938):280-3 · August 2009

BRAIN DIFFERENCES IN DYSLEXIA & ITS TREATMENT

The image displays three lateral views of a human brain. Each brain has two circles overlaid: a red one on the left side (viewer's left) and a blue one on the right side (viewer's right). The first brain, labeled 'Typically reading children', shows significant red and blue activation in the areas circled. The second brain, labeled 'Children with dyslexia before remediation', shows very little activation in these areas. The third brain, labeled 'Children with dyslexia after remediation', shows a pattern of activation very similar to the first brain, indicating that remediation can normalize brain activity in these regions.

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HB1031, HB950, and HB1046

- This law establishes the Mississippi dyslexia therapy scholarship; defines dyslexia; requires that all compulsory-school-age children be screened for dyslexia during the period between the spring of kindergarten and the fall of grade 1 and other appropriate times as deemed necessary; requires that students receive comprehensive academic evaluations by trained diagnosticians in the diagnosis of dyslexia if screening indicates risk of dyslexia; requires the Department of Education to submit an annual report to the legislature summarizing student performance, student assessments, funding and any recommended changes; and prescribes dyslexia qualifications for administrative and instructional personnel.

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HB754

- An act to create new section 37-173-16, Mississippi code of 1972, to provide the steps schools must take for the education and care of students with dyslexia and other related disorders; to provide that the department of education shall require school districts to conduct four hours of awareness training for dyslexia and other related disorders to all licensed educators and paraprofessionals responsible for instruction; to provide that standard 1 and standard 2 of the International Dyslexia Association's "Knowledge and practice standards for teachers of reading" 2018 edition shall be the minimum content used for the dyslexia training; to amend section 37-173-9, Mississippi code of 1972, to delete certain provisions relating to school's determination of students with dyslexia

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MCS Dyslexia Screening process

- MCS will screen all students for dyslexia during the spring semester of Kindergarten and the fall semester of First grade in accordance with MS Code 37-173-15.
- The screener will address the following components of reading:
 - Phonological Awareness and Phonemic Awareness
 - Sound/Symbol recognition
 - Alphabet Knowledge
 - Decoding (Reading) and Encoding (Spelling) Skills
 - Rapid Naming
- Parents will be notified if a student fails the dyslexia screener. Students will be monitored to ensure continued success.
- **Is the school responsible for evaluating for dyslexia?**
No, however, MCS has adopted a policy to ensure that students will be screened by a screener approved by the State Board of Education in Kindergarten and First Grade.

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MCS Dyslexia Remediation and Supports

- Dyslexia is a reading disorder and supports may be provided at the Tier level within each school. Our MTSS team will evaluate to see if the student qualifies to be placed either in Tier 2 for supplemental support or Tier 3 for intensive supports based on their needs.
- The MCS MTSS team recommends that our Tier 2 and Tier 3 supports follow the Phonics First® reading system's scope and sequence. The Phonics First® reading system, developed by Brainspring, (an IMSLEC and IDA Accredited MSL program) is rooted in the Orton-Gillingham principles of instruction. It is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic, and ELL readers.
- Our MCS Literacy Specialists have been trained in the Phonics First Foundations Level I course (Grades K-5) and Phonics First Structures Level II (Grades 6 - 12)

The diagnosis of dyslexia is usually not a call for an IEP or 504 ruling. However, it may call for specific interventions and accommodations based on student need. The state of Mississippi offers accommodations for dyslexia regardless of qualifications of an IEP or 504 ruling. Tier I accommodations include extended time on tests. Accommodations are allowed and provided according to the needs of each student.

Reading aloud is not allowable for 3rd grade reading gate.

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MCS District Dyslexia Plan

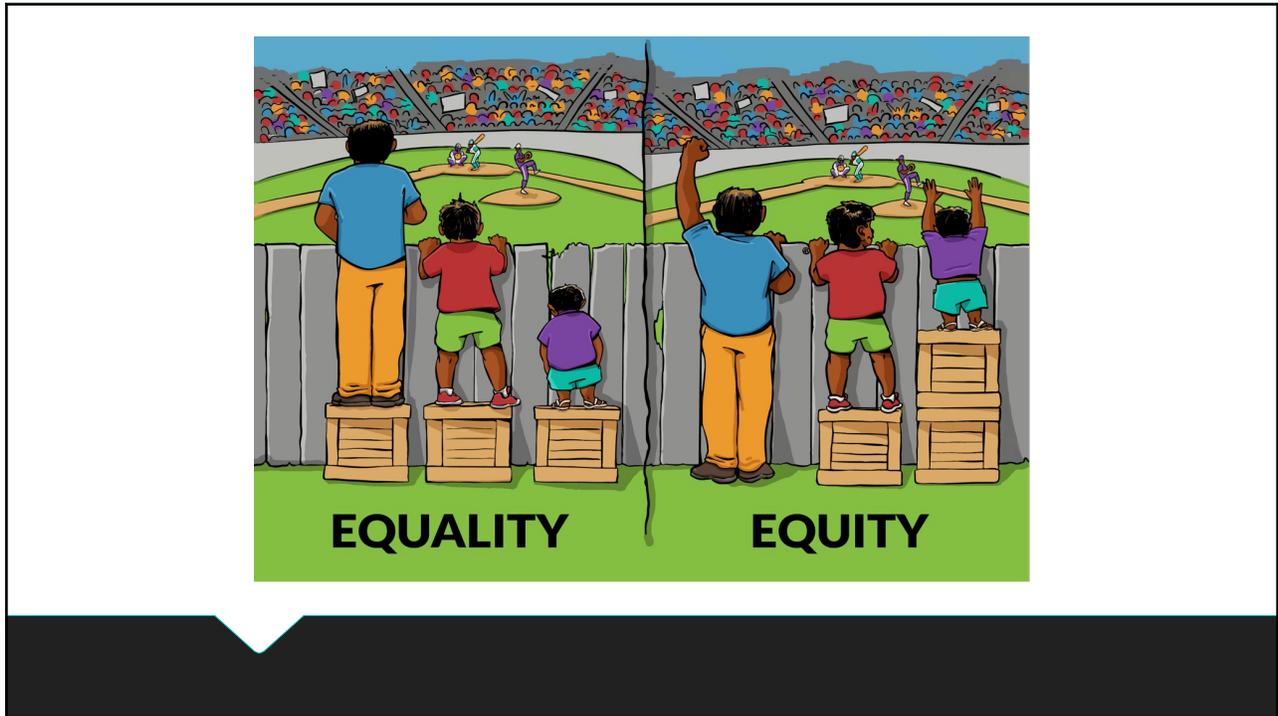
TIER 1 DOCUMENTATION OF ALTERNATE STRATEGIES:

Please identify the academic and/or behavior(s) of concern. Document all interventions implemented to improve noted concerns.

Concern: Diagnosis of Dyslexia

Strategies/Accommodations and Modifications	Dates (to/from)
Do not count off for Spelling errors	August 2023-May 2024
Preferential seating	August 2023-May 2024
Check for understanding	August 2023-May 2024
Extended time for state tests. (accommodation 20 on MAAP testing through end of instructional day): MAAP 8th grade ELA, MAAP Algebra 1	August 2023-May 2024

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Once a student receives a dyslexia diagnosis, what is the responsibility of the school/district in regard to their diagnosis?

- MCS shall develop interventions and strategies to address the needs of a student diagnosed with dyslexia and provide the necessary accommodations to enable the student to achieve appropriate educational progress allowing the student to become college and/or career ready upon graduation.

If a student is diagnosed with dyslexia, does he/she automatically receive special services?

- No, MCS shall make an initial determination whether a student with dyslexia qualifies under the Individuals with Disabilities Education Act (IDEA) to receive services and funding under the provisions of the IDEA. If the student is ineligible for special education services, then MCS may decide if a 504 Plan is warranted.

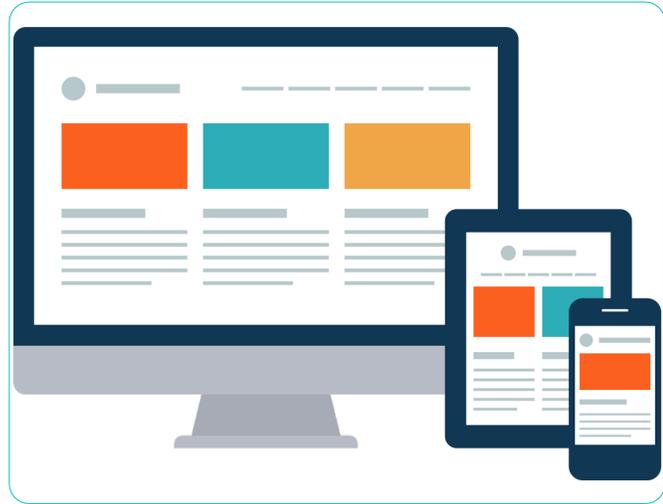
If a student does not qualify for special education services, yet has a dyslexia diagnosis, what services, if any, will he/she receive?

- Students with a diagnosis of dyslexia can be provided accommodations and support in the general education setting through MTSS. Schools may utilize the information that is provided in the diagnosis documentation to help target interventions.

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You can visit our website under Curriculum to find Dyslexia information and MCS policies pertaining to screening and interventions for Madison County students



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MCS Supports Structured Literacy



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Why should schools use Structured Literacy?

AIM Institute for Learning and Research

Emphasizes highly explicit and systematic teaching of all important components of literacy

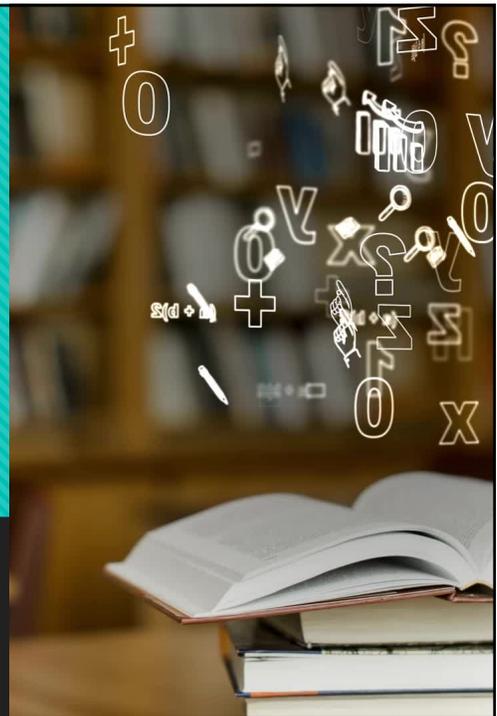
Emphasizes oral language abilities essential to literacy development

Uses Teacher-led instruction to provide prompt, target feedback.

Uses books and other instructional materials in an explicit and systematic way i.e. decodables before leveled readers, spelling lists based on "the code"

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What does Structured Literacy Look like?



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Structured Literacy Lesson Plan



Section	Instructional Routine	Time
Foundational Skills		5 min
Visual Deck Drill		7-10 min
Auditory Drill		
Blending Drill		5 min
Word reading (review of previously taught concepts)		7-10 min
Word Spelling (review of previously taught concepts)		
Sentence reading (review of previously taught concepts)		7-10 min
Sentence dictation (review of previously taught concepts)		
New or Review of New Concept Learning		12-15 min
Oral Reading of Connected Text		5 min

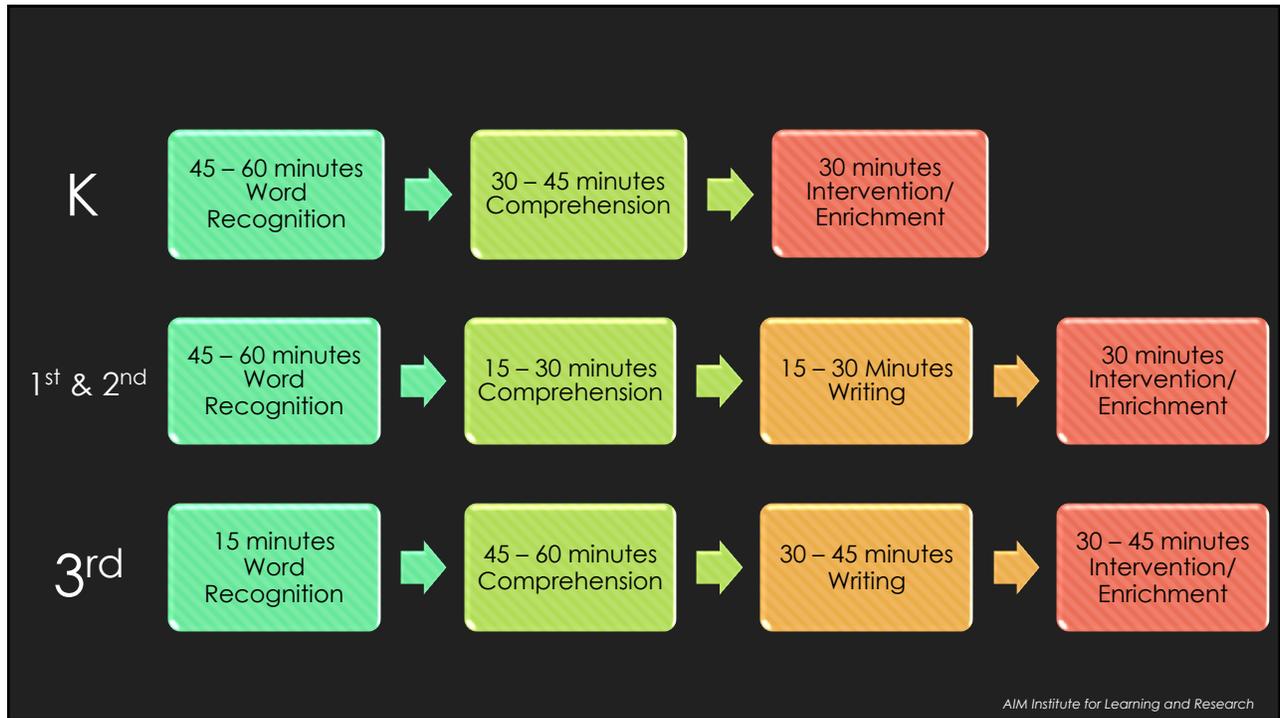
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New Learning through Guided Discovery

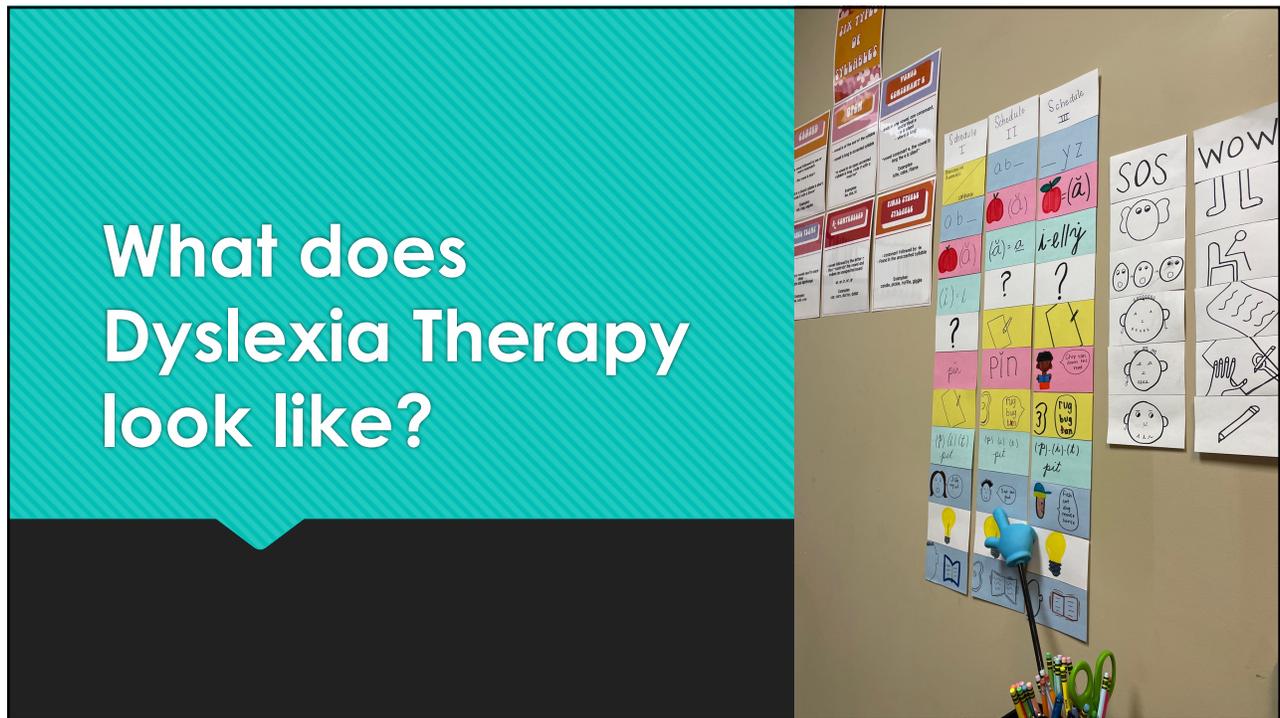
1	Review and Connection to Prior Knowledge	Reviewing prior knowledge to support the discovery of new concepts
2	Auditory Discovery	Listening and responding to questions that lead to the discovery of new learning
3	Visual Discovery	Looking at words and responding to questions that lead to the discovery of new learning
4	Tactile/Kinesthetic Reinforcement	Using sensory experiences to reinforce new learning
5	Application for Reading or Spelling	Practicing new learning

AIM Institute for Learning and Research

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Components of a Dyslexia Therapy Lesson

Phonological Awareness

Reading and Spelling Decks auditory/visual drills

New Learning, guided discovery

Word/ Connected Text Reading Practice

Word Spelling and Dictation Practice

Handwriting Practice

Oral Language Expression

Review

Listening/ Comprehension

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Dyslexia Therapy is a scientific, research-based, Orton-Gillingham based, multi-sensory approach that provides explicit, direct instruction that is systematic, sequential, and cumulative to help dyslexic and struggling readers develop the components necessary to become successful readers.

In accordance with Mississippi law, Dyslexia Therapy teaches the following components: phonemic awareness, graphophonemic knowledge, the entire structure of English language, Linguistic instruction directed towards proficiency and fluency with the patterns of language, and strategies for decoding, encoding, word recognition, fluency, and comprehension.



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MCS Reading and Intervention Programs

Multi-Tier programs that adhere to Structured Literacy principles

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Tier-I Programs for the general education classroom



Really Great Reading®



Wilson Language Training Foundations®



Great Minds® Wit & Wisdom®



Great Minds® Geodes®



Amplify® CKLA®



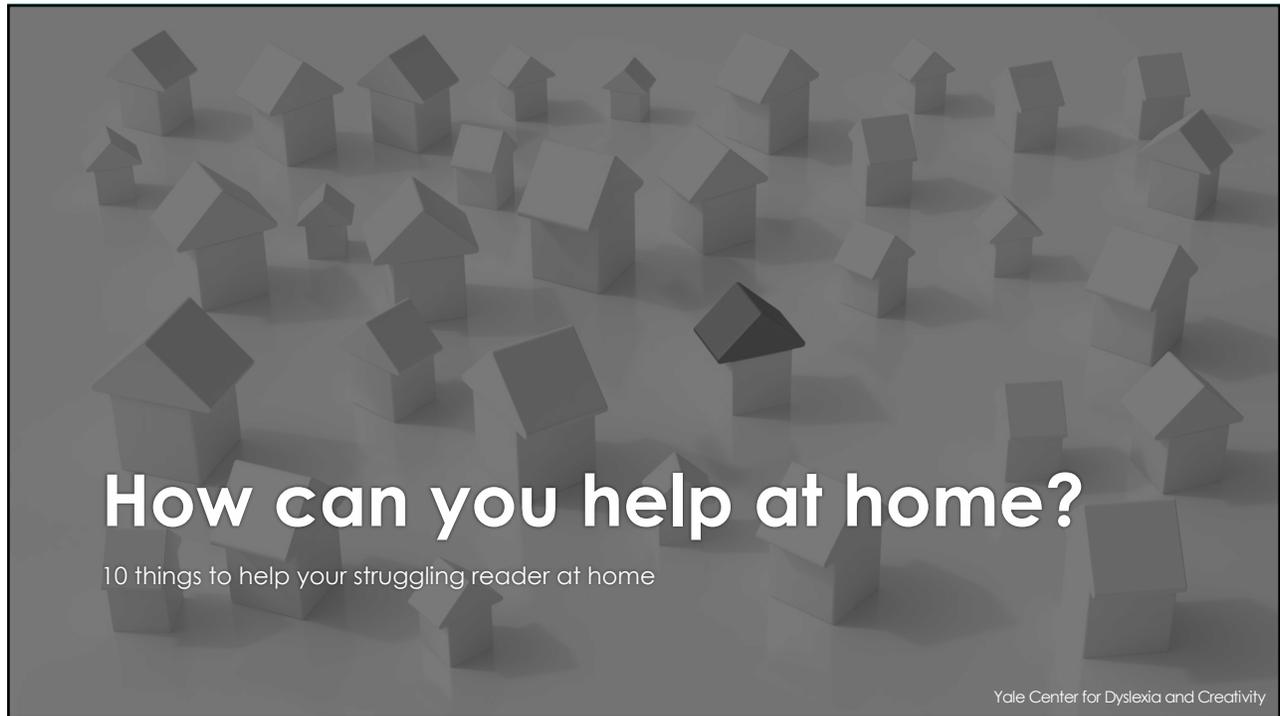
Brainspring Phonics First® & Structures®

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Tier-II & III Programs for the general education classroom

-  Barton Reading and Spelling System
-  Brainspring Phonics First® and Structures®
-  Heggerty
-  Lexia® Core 5® and Powerup
-  Neuhaus Reading Readiness
-  Rite Flight
-  SIPPS®
-  UFLI Foundations

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How can you help at home?

10 things to help your struggling reader at home

Yale Center for Dyslexia and Creativity

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10 things to help your struggling reader at home

- Notice your child's strengths
- Celebrate every success
- Be honest with yourself: set realistic goals
- Don't let poor spelling stop your child
- Share your own difficulties with your kids
- Read aloud to your child. It's fun and helpful
- Kids feel supported when they see parents and teachers working together to help them
- Small steps can bring big improvements
- It's okay to read slowly
- Teach them how to help themselves

Yale Center for Dyslexia and Creativity

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Resources for Parents



Understood.org [Dyslexia strategies to try at home](#)



University of Michigan [Apps](#) for dyslexia and learning disabilities



Yale Center for Dyslexia and Creativity



MDE Dyslexia Handbook

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Thank you for coming to our first MCS dyslexia parent night!

**The differences are personal.
The diagnosis is clinical.
The treatment is educational.
The understanding is scientific.**

-Margaret Byrd Rawson & Roger Sanders

Dyslexia Parent Night Survey



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