

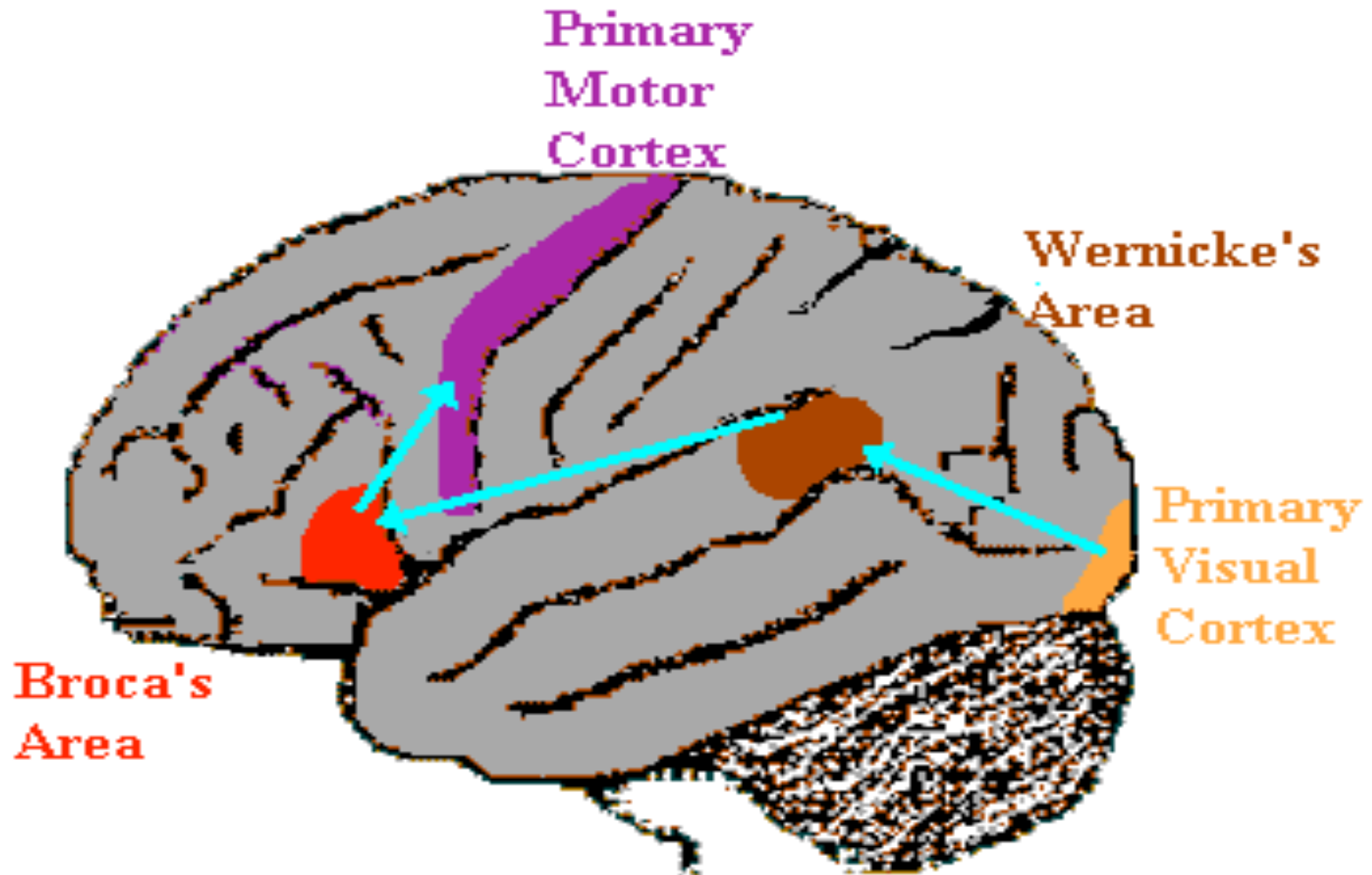
DECODING DYSLEXIA

LIZ POWER, ED.S., ABSNP

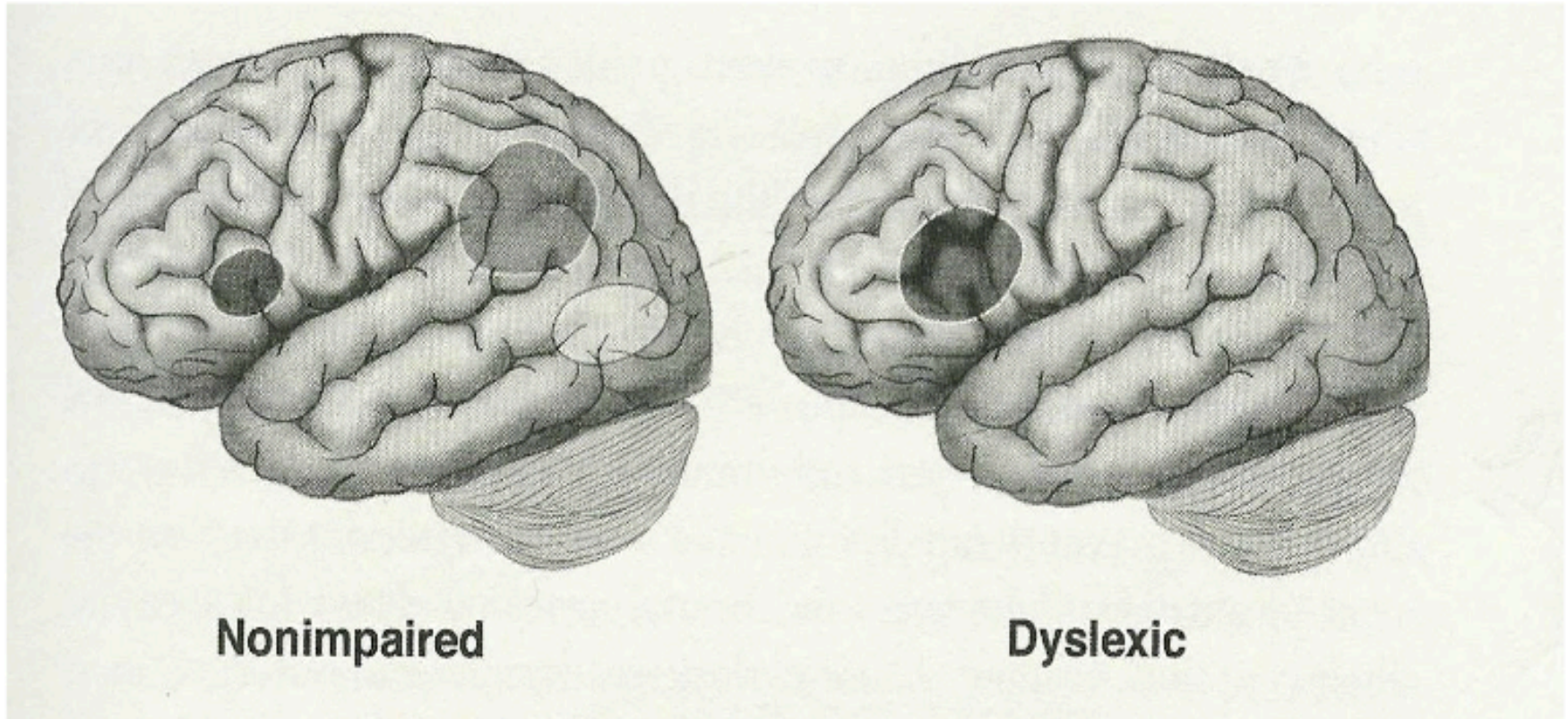
THE DYSLEXIC BRAIN

Video

THE READING BRAIN



THE DYSLEXIC BRAIN



READING IS
HARD!!

Five Components of Reading

- **Phonemic Awareness**
 - **Phonics**
 - **Fluency**
 - **Vocabulary**
- **Reading Comprehension**

WHAT IS DYSLEXIA?

- **Neurological**
- **Specific learning disability**
- **Characterized by difficulties with:**
 - Accurate or fluent word recognition
 - Poor spelling
 - Poor decoding abilities
- **Causes brains to process and interpret information differently**

TYPES OF DYSLEXIA

Phonological

Surface

Mixed

Inability to sound out words, especially nonsense words

Inability to recognize whole words

Inability to sound out words AND recognize whole words

Trouble processing sounds or groups of letters; slow reading

Trouble converting new words into sight words

Usually unable to read or spell

“Auditory Dyslexia”

“Visual Dyslexia”

“Alexic”

HOW IS IT DIAGNOSED?

- **Who?**
 - Trained professional; typically a psychologist
- **How?**
 - **Comprehensive evaluation**
 - Family history
 - Executive Functions
 - Visual-Spatial Functioning
 - Reading Fluency
 - Verbal Memory
 - Rapid Naming
 - Phonemic/Phonological Awareness
 - Overall cognitive functioning

Dyslexia Warning Signs by Age

Young Children	School Age Children	Teens & Adults
Trouble with:	Trouble with:	Trouble with:
<ul style="list-style-type: none">• Recognizing letters, matching letters to sounds and blending sounds into speech• Pronouncing words, for example saying “mawn lower” instead of “lawn mower”	<ul style="list-style-type: none">• Mastering the rules of spelling• Remembering facts and numbers• Handwriting or with gripping a pencil• Learning and understanding new skills; instead, relying heavily on memorization	<ul style="list-style-type: none">• Reading at the expected level• Understanding non-literal language, such as idioms, jokes, or proverbs• Reading aloud

Dyslexia Warning Signs by Age

Young Children	School Age Children	Teens & Adults
Trouble with:	Trouble with:	Trouble with:
<ul style="list-style-type: none">• Learning and correctly using new vocabulary words• Learning the alphabet, numbers, and days of the week or similar common word sequences• Rhyming	<ul style="list-style-type: none">• Reading and spelling, such as reversing letters (d, b) or moving letters around (left, felt)• Following a sequence of directions• Trouble with word problems in math	<ul style="list-style-type: none">• Organizing and managing time• Trouble summarizing a story• Learning a foreign language• Memorizing

PHONOLOGICAL DYSLEXIA

- **How do schools address it?**
 - Earobics
 - Lindamood Phoneme Sequencing Program (LIPS)
 - Ladders to Literacy
 - Wilson Foundations
 - SRA Corrective Reading
 - Orton-Gillingham

SURFACE DYSLEXIA

- **How do schools address it?**
 - Reading Recovery
 - Read Naturally
 - RAVE-O
 - Wilson Reading System

MIXED DYSLEXIA

- **How do schools address it?**
 - Balanced Literacy Approach
 - Great Leaps
 - Read Naturally
 - Assistive Technology

LETTER REVERSALS

b d p q g 9

RESPONSE TO INTERVENTION (RTI)

Tier 3

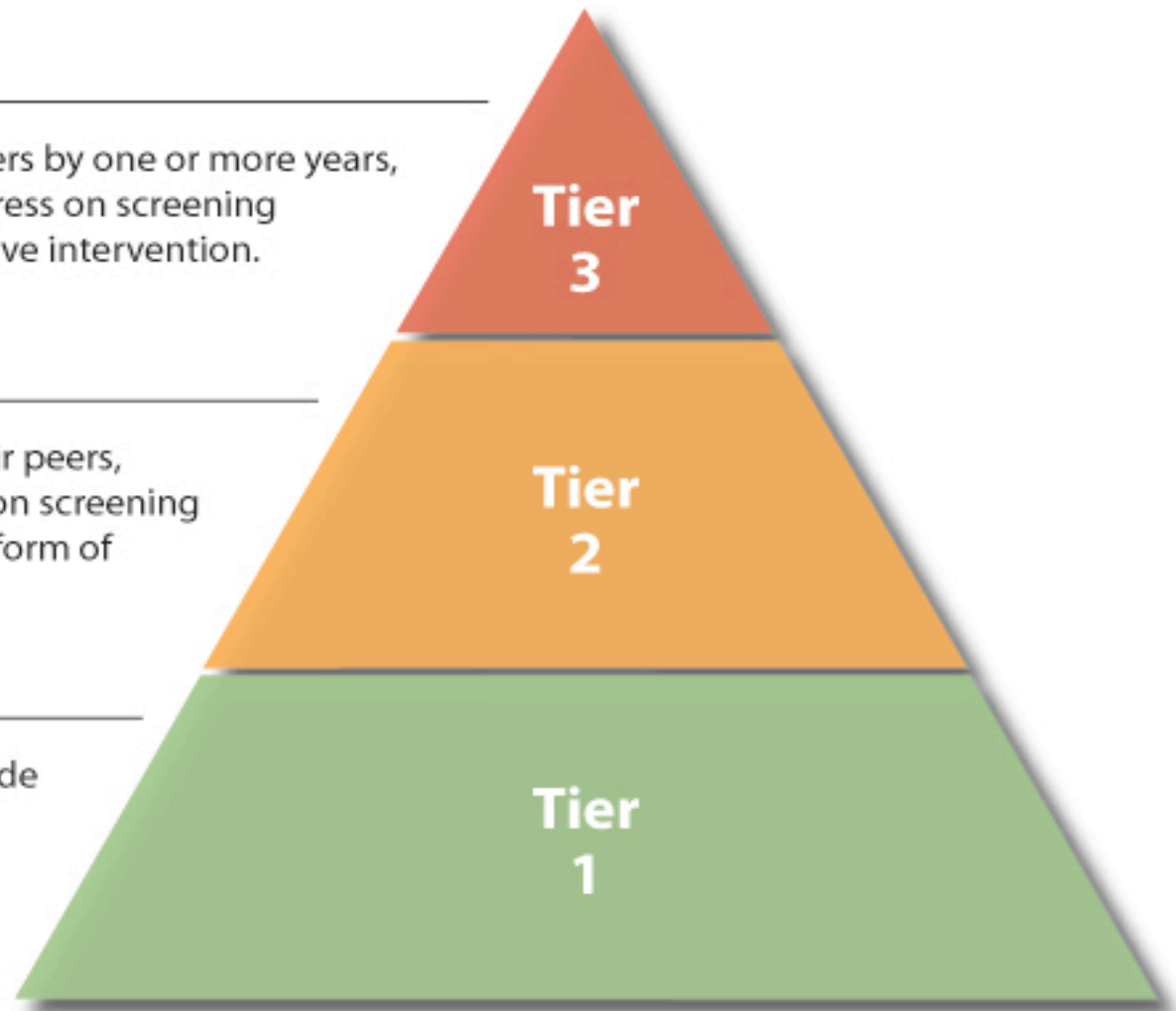
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

Tier 2

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

Tier 1

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.



SPECIAL EDUCATION

Referral to Special Education team



Parent Contact



Set up Domain Meeting



Complete comprehensive testing (60 school days)



Meet for Eligibility Meeting



If eligible, hold IEP meeting

FOR PARENTS

- **Establish close and effective working relationships with school personnel**
 - Develop positive coping behaviors
- **Make mornings easier**
 - Start the night before
 - Carve out “me” time
 - Make wake-ups more pleasant
 - Follow a schedule

FOR PARENTS

- **Be aware of how your child's needs are impacting relationships**
- **Recharge!**
 - You are not alone!
 - Practice saying “no”
 - Network with other parents
 - Overcome being intimidated by “super-moms” and “super-dads”
 - Do something fun...without your children

HOW TO HELP AT HOME

- **Before:**
 - Make a book/story relevant to the child
 - Activate prior knowledge- “what do we already know...?”
 - Look for and identify difficult words before reading
- **During:**
 - Ask questions as the child reads; keeps attention
 - Periodically, have child summarize the text
 - Encourage child to make predictions
- **After:**
 - Ask child to recall parts of text
 - Have child paraphrase story
 - Apply the story details to child’s life

HOW TO HELP AT HOME

- **Encourage ANY type of reading**
- **Praise child for asking questions**
- **Avoid TOO much correction**
- **Read stories out loud together**
- **Use technology**
 - TechMatrix
 - National Center for Accessible Media

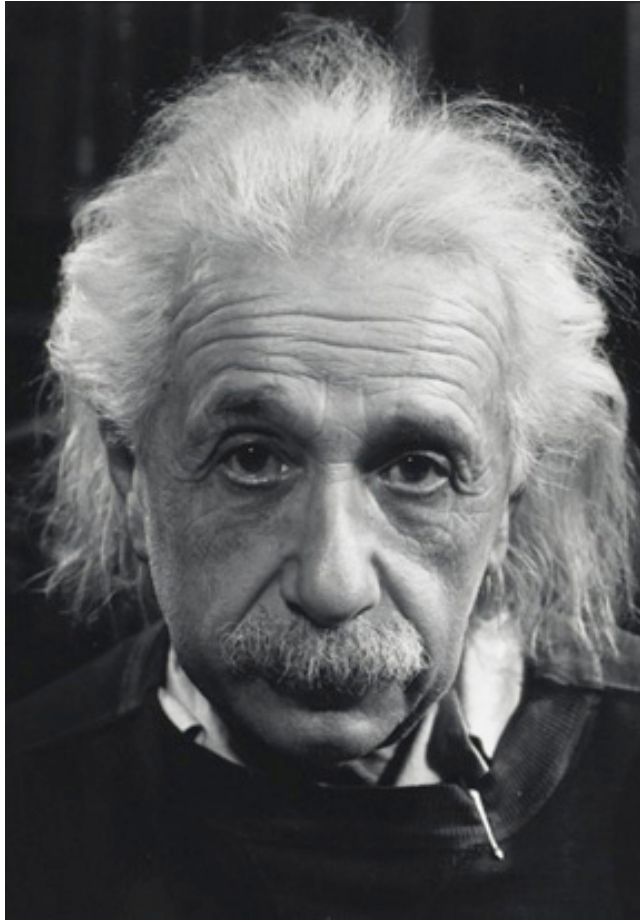
HOW TO HELP AT HOME

- **Use recorded books**
 - Learning Ally
- **Model reading**
- **Always carry a book**
- **Encourage physical activity**

TALKING TO YOUR CHILD

- **Everyone has a challenge**
- **Emphasize strengths**
- **No need to use labels**
- **Research others who have LD's**
- **Once is not enough**

SUCCESS STORIES



SUCCESS STORIES



RESOURCES

www.readingrockets.org

www.ncld.org

www.idaamerica.org

www.dyslexia.yale.edu/

www.wrightslaw.com

- **Learning Disabilities Association of America International Conference- February 18-21st (downtown Chicago)**

CONTACT INFORMATION

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SOCIAL/EMOTIONAL RESOURCES

- Website: <http://www.dyslexia-research.com/page28.html>
- Website: <http://www.idonline.org/article/19296/>
- Book: “The Dyslexia Empowerment Plan: A Blueprint for Renewing Your Child’s Confidence and Love of Learning” by **Ben Foss** (recommended by a parent)
- Book: “I Think, I Am!”: Teaching Kids the Power of Affirmations by Hay, Tracy, and Schwarz (better for younger children)