Over half of all NASA employees are dyslexic.

Future Scientists?
What is Dyslexia?

Basically it’s smart people who have a hard time learning to read, write, and at times speech articulation is affected.

Classic symptoms include: Slow reading, frustration with reading and writing, very poor spelling, and great difficulty sounding out words, especially unfamiliar ones. Reading problems are often unexpected relative to other cognitive abilities or skills.
A 5 Minute Video

http://www.youtube.com/watch?v=zafiGBrFkRM
The Preschool Years

I knew that my son was dyslexic before he was diagnosed.

Family History

- Trouble learning common nursery rhymes
- Learning the Names of Class Mates
- Mispronounced words
- Difficulty learning and remembering names of letters
- Failure to know the letters in their own name

Overcoming Dyslexia – Sally Shaywitz, M.D.

“While we continue to argue about the existence of dyslexia, another child becomes learning disabled.” Dr. Kelli Sandman-Hurley DyslexiaTrainingInstitutes.org
Inability to learn to associate letter with sounds

Reading errors that show no connection to the sounds of the letters

The inability to read common one-syllable words or to sound out even the simplest of words

Complaints about how hard reading is, or running and hiding when it is time to read

**Family history**

*Overcoming Dyslexia – Sally Shaywitz, M.D.*

“Of children who display reading problems in 1st grade, 74% will still be poor readers in 9th grade, without the proper interventions.” – National Institutes of Health (I don’t want my son to be part of this statistic.)
Thanks, Mom

Dyslexia is identifiable with 92% accuracy at the age of 5½. — National Institutes of Health

will not let me fail.
Lasting Consequences

“A teacher educated about dyslexia can be the one person who saves a child and his/her family from years of frustration and anxiety. That teacher can play a pivotal role in changing the whole culture of a school.” Dr. Kelli Sandman-Hurley Dyslexia Training Institute

Over 50,000 gifted American’s drop out of school each year. My 3rd grader said, “Mom if they make me read out loud I won’t go to school.” She meant it with every bone in her body.

Rita Age 8, "I didn't know that I had dyslexia. When I was in school, I thought I was dumb. But, now I know that I am smart."
LAZY?

In first grade, Rita’s anxiety became so high that she turned to ‘freeze’ mode. A well meaning educator said, “I didn’t think Rita wanted to learn.” She was so shut off that she could no longer learn. She did not make any progress for 6 months.

Here’s what happens: “The stress hormone that’s released when children are stressed out is called Cortisol. During that time when cortisol is expressed, it’s very difficult for children to learn when they are stressed. That part of the brain is actually disconnected. So, we really want to do everything we can to reduce stress first to calm the nervous system so that a child can learn. If the environment they are learning in is the place that is causing the stress or there are people causing them stress then obviously that child isn’t going to learn.”

Ask yourself -Who doesn’t want to learn? Who doesn’t want to be ‘like the cool kids’?

Your child is not lazy! Every child wants to learn to read and learn to read well.

Rita’s take on all of this first grade: “I don’t think like the other kids. My brain doesn’t work well in school.”
Dyslexia, Shaywitz says poetically, is a paradox: it is "an island of a weakness ... surrounded by a sea of strengths."

Some Signs of Strengths in Dyslexia

* Noticeable excellent when focused on highly specialized area such as medicine, law public policy, finance, architecture, or basic science.

* Excellent in writing if content and not spelling is important.

* Exceptional empathy and warmth, and felling for others.

* Big picture thinking.

* Inclination to think out of the box.

My oldest daughter, Madeline made the honor roll three times last year. It’s not a matter of intelligence.
(Some) Clues from 2nd Grade On

Mispronouncing of long, unfamiliar, or complicated words

The lack of a strategy to read new words

Trouble reading unknown (new, unfamiliar) words that must be sounded out; making wild stabs or guesses at reading a word; failure to systematically sound out words

Oral reading that is choppy and labored

A better ability to understand words in context than to read isolated single words

Disastrous spelling

Overcoming Dyslexia – Sally Shaywitz, M.D.
What does multisensory mean? Visual, Kinesthetic, Auditory, and Tactile

Visual – sight
Auditory – hearing
Kinesthetic – movement
Tactile – touching

Our dyslexic children learn best when presented with material using a multisensory approach.

Audio Books: My twins are visual learners and do not read well. I want to make sure they have access to literature.

Importance of Understanding Scores

One of the hardest things for a parent to do is interpret test scores and data. If you are confused—you are not alone.

It is really important to ask for measurable goals.

My oldest daughter regressed in public school (even though she made the honor roll).

We (Decoding Dyslexia) will be working on creating a Flyer with the Vermont Family Network to help you.

https://www.learningally.org/dyslexia-webinar-make-sure-iep-tip-top-shape/
“Students who get effective intervention after the 3rd grade get close to their peers in accuracy but do not catch up in reading fluency. Although fluency improves, it remains behind and represents a significant reading impediment throughout life.” National Reading Panel (2000) – This scares me.

“Just as a parent would not think of ignoring her child’s scheduled physical with his pediatrician, every parent should regularly observe her child reading. Given the high prevalence of reading difficulties, it is much more likely for your child to have a reading problem than almost any other physical problem for which he is being checked.” Dr Shaywitz, Yale
Slide 8
"The effect of academic failure in childhood and adolescence can be pervasive and lifelong." -Cinthia Coletti in Blueprint for a Literate Nation

“I want to lift the barrier of ignorance surrounding dyslexia and replace it with the wonderful comfort of knowledge." Sally Shaywitz  Overcoming Dyslexia
“Reading failure is the most commonly shared characteristic of juvenile justice offenders.” - National Institutes of Health

“75% of America’s state prison inmates are high school dropouts.” – Bureau of Justice Statistics

"The effect of academic failure in childhood and adolescence can be pervasive and lifelong." - Cinthia Coletti in Blueprint for a Literate Nation
Like NASA, we’re on a mission and failure is not an option.

Decoding Dyslexia-VT
Please join us on Facebook
To be part of a movement for change.
READING
On the Same Page?!
An Introduction

Mother (of 2 teachers)/Grandmother (of 6 “learners”)
Teacher of children
Teacher of pre-service classroom teachers and special educators (Emerson/UVM: 1964-1975) (St. Michael’s: 1981-2006: Director/Teacher)
*Practicum Supervision
*Language and Learning
*Development and Learning and Individual Differences
“Children with Special Needs in the Regular Classroom”

Professional Development: 2006-2010 through off campus courses, blogs and wikis.
Advocacy for children who struggle with learning: 1960-2014
Open Communication

As adults we work in the best interests of children when we can be open about our knowledge, beliefs, and actions about children learning to read. *feeling free to share knowledge-beliefs-actions* and *stories*

*being open to the other’s views*
*negotiating*
*being willing to **monitor progress** and share data*
*making changes when children are not succeeding at their optimal level*
What We Need To Do

4 Essentials

A Three Way **Collaborative** Relationship: Teacher-Parent-Child: *Being On the Same Page*

*Early identification*: PreK-K-1-2+

*Instruction*: What teachers know, believe, and do about reading instruction. (The frameworks, ideas and the “terminology”)

*Monitoring*: How do teachers monitor and communicate progress?

*Children as Learning Partners*. How do teachers engage learners in talking about learning to read?
Early Identification

The Research Base
* We can begin to make observations as early as preschool
* By Kindergarten, a “tentative” identification is possible
* Waiting until a child “fails” is unacceptable and has significant consequences

When Older Students Can’t Read, Louisa Moats (2002)
http://www.ldonline.org/article/8025/
“Since 1996, state and federal reading initiatives have focused on the problem of reading failure at kindergarten and the primary grades...
“To complicate matters, the older student has not practiced reading and avoids reading because reading is taxing, slow, and frustrating….so they have little reading experience; and because they have not read much, they are not familiar with the vocabulary, sentence structure, text organization and concepts of academic “book” language…"
Preschool

• Learning to read begins “at birth.”

• [http://classroomdiscourse.wordpress.com/2014/03/19/early-language-development-an-overview/](http://classroomdiscourse.wordpress.com/2014/03/19/early-language-development-an-overview/)

^Oral language basis of learning to read
*conversation is a building block
*reading to the baby, toddler, preschooler
*conversations about books
*playing with sounds and words
..to prepare preschoolers for reading success
Kindergarten

^Neuroimaging technology:
http://commonhealth.wbur.org/2014/06/dyslexia-brain

^Screening and Observation
*Teacher screening and follow up
^Teacher observation....of early reading skills
*response to books and read alouds
*response to “instruction”

^Referral Tools
~In house “Teacher Assistance Teams”
~MTSS MultiTiered Support System
http://ncld.org/images/content/files/hill-briefs/mtss-brief-template.pdf
http://education.vermont.gov/educational-support-system
First Grade

^CCSS – LA STANDARDS for Reading
* Foundational Standards (Appendix A; p. 17; Louisa C. Moats)
http://www.corestandards.org/ELA-Literacy/
* Speaking and Listening Skills
* Reading Skills
* Writing Skills

Time, Quality, and Importance of Assessment?
* What Tools are being used for assessment?
* What do we do with the assessment information. (tests, report cards, ....)

^Progress Monitoring and Communication
* Teacher to Teacher (PreK to K, K to Grade 1, Grade 1 to 2....)
* Teacher with “Specialists” (Reading/Special Education)
* Teacher to Parent (and Parent to Teacher)
We Can’t Wait

The consequences of waiting beyond the end of 1st grade:

^Long Term Statistics:
See Governor Shumlin’s Proclamation
*Difficulty After 4th Grade
*Dropping Out emotionally and/or physically. See, for example
http://origin.library.constantcontact.com/download/get/file/1101424793390-1350/DyslexiaInTheClassroom.pdf (especially pages 5-7)

*What Kids will already have “missed”: Vocabulary, Building a Knowledge Base, Comprehension Skills
^The Challenges of “Make Up” Time
*Learner Engagement
*Scheduling Time/Missing Time

So? Identification: Informal/Formal Dx-Legal Issues (504/IEP)

http://education.vermont.gov/documents/EDU-Rules_2360_Special_Ed.pdf p 70-100

Teachers Know, Believe, Do about Instruction

The **approach** the teacher is using to teach reading...via web site or blog about reading or face to face. Some questions:

^Is it whole-school based? If so, was the teacher involved in the selection? On what **basis** was the approach chosen?

^Does the teacher supplement the approach?

^**What changes does the teacher make when a child is struggling?** Instruction? Accommodations?

^What role can parents play in supporting classroom based reading instruction.
Terminology Matters
Speaking the Same Language

*The CCSS-LA (Reading) Standards Terminology: Some examples
*Foundational Skills
*Academic Vocabulary
*Information Text
*Complex Text, “leveled” text
*Close Reading

*The “teaching/learning” terminology. (Can be school/teacher specific)
*Useful words/concepts from the “professional literature”
~scaffolding, ~fidelity
~systematic, explicit, multisensory instruction
~formative assessment
~”zone of proximal development”
~differentiated instruction
~growth mindset
~......
Monitoring Progress
Understanding Instruction

5 Star Reading Instruction
Phonemic Awareness
Phonics
Fluency
Vocabulary
Comprehension
Phonemic Awareness

What is it? Words are made up of sounds.
When is it taught? PreK/K (Ehri: Developmental Sequence)
How is it taught? Play...and/or..systematic instruction

Issues/Resources (For Future Reference)
[https://www.learningally.org/webinar-reading-instruction/](https://www.learningally.org/webinar-reading-instruction/)

*Speech to Print: Language Essentials for Teachers*, Louisa Cook Moats, Brooks Publishing, 2010 (SMC)
Phonics
Decoding and Spelling

What is it? Letters and the sounds they make! (Grapheme/Phoneme match)
   Sound/letter relationships, syllable types/patterns, spelling “rules”
When is it taught? K-1-2
How is it taught?: Systematic, Explicit, Multisensory, Sequential, Intensive
Issues/Resources: Training Required, Time Commitment (adult & child)
International Dyslexia Association
http://www.interdys.org/ewebeditpro5/upload/KPS3-1-12.pdf  (See pages 18 and 20)
Orton Gillingham Academy
http://www.ortonacademy.org/
Barton Reading and Spelling System (for example)
http://www.bartonreading.com/research2.html
Wilson Reading Program (for example)
http://www.wilsonlanguage.com/fs_program_wrs.htm
Fluency
A Linchpin?

What is it? The ability to read fluently with inflection and comprehension.

When is it taught? ???? (In the regular curriculum?) (504? IEP?)

How is it taught? ???? (What is the Framework? Rationale?)

Some issues/resources: Why assessment and instruction is critical!

RAVE-O (Maryanne Wolfe, Tufts University)
http://ase.tufts.edu/crlr/RAVE-O/ (multi-dimensional program)

Rasinski (expert on fluency)
http://literacyconnects.org/img/2013/03/Assessing-Reading-Fluency-by-Timothy-Rasinski.pdf

Reading Plus (Dr. Elfrieda Hiebert)
https://www.youtube.com/watch?v=rgKGAgpLGaU

Audio Books
https://www.learningally.org/
http://www.nclld.org/students-disabilities/assistive-technology-education/apps-students-lddyslexia-reading-difficulties (Mobile Apps)
Vocabulary

What is it? At the heart of learning. Early predictor of school success.
When is it taught? ??? (Context of Reading? As a separate “subject”?)
How is it taught? Through oral/written language; systematically or not.

Some issues/resources: Relationship between reading a lot, widely, and deeply in both literary and information texts.

Core Vocabulary: Dr. Elfrieda Hiebert (The Text Project)
https://www.youtube.com/watch?v=rgKGAgoLGAU
http://us6.campaign-archive2.com/?u=31805ca1c26eb0e3d07a3e42b&id=6488f9e0da&e=44dde961f3

Academic Vocabulary (Meta verbs, direction words, discipline specific words)
http://www.learninga-z.com/commoncore/academic-vocabulary.html

Maps (of words): Concept Maps, Semantic Maps
http://en.wikipedia.org/wiki/Concept_map

Morphology: Roots, Affixes and Suffixes
(Beyond Phonics)
http://www.dyslexia-ncbida.org/2013/04/04/beyond-phonics-2/
Comprehension

What is it? Understanding literary and information texts.
When is it taught? K through Grade 12
How is it taught? Important Question!
Issues/Resources: Challenges for “struggling readers”: Wide reading, close reading, complex text, multi-text comparisons (same topic, theme, author), decodable texts
Resources: (FOR FUTURE REFERENCE)

Strategy Instruction
http://www.readingrockets.org/search?cx=00499782769959338140%3Anptllrzhp78&cof=FORID%3A11&ie=UTF-8&as_q=reading+comprehension+for+teachers
Fran’s Wiki on Reading Comprehension (S.P.O.K.E.S.)
http://explorience.pbworks.com/w/page/19411524/FrontPage

The Text Project
http://textproject.org/professional-development/text-matters/SearchForm?Search=reading+comprehension&action_results=Go
Reading A-Z http://www.readinga-z.com/

Audio Books
http://bookshareblog.wpengine.com/2014/10/national-dyslexia-awareness/
https://www.learningally.org/
What does the learner have to contribute?
* Expressing feelings about reading
* Actively seeking help
* Developing an awareness and mastery of reading and learning strategies
* Willingness to try
* Sharing
  ^what she/he is reading in literary and/or information text
  ^what she/he knows about reading, reading instruction, and what the most helpful instruction is!!!!!!!
Advocacy
Turning the Page

[]Decoding Dyslexia-Vermont

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