

PDX Reading Specialist, LLC

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Dyslexia 101

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**JUST THE
FACTS...**

Information provided by The International DYSLEXIA Association®

DEFINITION OF DYSLEXIA

Dyslexia is a specific learning disability that is neurological 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 the growth of vocabulary and background knowledge.

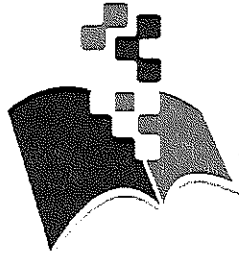
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"promoting literacy through research, education and advocacy"™

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Could This Student Be Dyslexic?

A Resource for Elementary School Teachers

We've all come across the situation. A child who is struggling with spelling, writing, reading, and/or numeracy. A child who doesn't progress as quickly as his classmates - or worse, doesn't seem to progress at all.

You think he will improve in time. But he doesn't.

Then someone mentions dyslexia, and you start to wonder. But you tell yourself that children often get over such early difficulties, and you hope for the best. Yet you still feel uneasy.

So how do you tell if a child may have Dyslexia? There are some obvious signs, if you know what to look for. And it's vital that you do know, because dyslexic children need special help. If they don't get it, they'll fall further and further behind. They'll become frustrated and lose their self-esteem.

This list gives some hints on identification. It's worth printing off and keeping handy - chances are there's at least one dyslexic child in each of your classes.

Written Work

- has a poor standard of written work compared with oral ability
- produces messy work with many words crossed out and words tried several times (wippe, wype, wiep, wipe)
- is persistently confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w,
- has poor handwriting, with many 'reversals' and badly formed letters
- spells a word several different ways in one piece of writing
- makes anagrams of words (tired for tried, breaded for bearded)
- produces badly set-out written work, doesn't stay close to the margin

Reading

- makes poor reading progress, especially using look-and-say methods
- finds it difficult to blend letters together

-
- has difficulty in establishing syllable division or knowing the beginnings and endings of words
 - is hesitant and labored in reading, especially when reading aloud
 - misses out words when reading, or adds extra words
 - fails to recognize familiar words
 - loses the point of a story being read or written
 - has difficulty in picking out the most important points from a passage

Numeracy

- shows confusion with number order (units, tens, hundreds)
- is confused by symbols, such as + and x signs
- has difficulty remembering anything in a sequential order (tables, days of the week, the alphabet)

Time

- has difficulty in learning to tell the time
- shows poor time keeping and general awareness
- has poor personal organization
- has difficulty in remembering what day of the week it is, his birth date, seasons of the year, month of the year

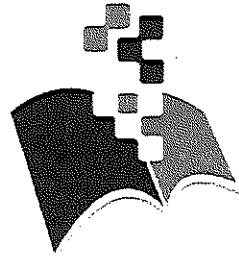
Skills

- has poor motor skills, leading to weaknesses in the speed, control and accuracy of the pencil
- is confused by the difference between left and right
- has indeterminate hand preference
- performs unevenly from day to day

Behavior

- employs work avoidance tactics, such as sharpening pencils and looking for books
- seems to 'dream', does not seem to listen
- is easily distracted
- is the class clown, or is disruptive or withdrawn (these are often cries for help)
- is excessively tired, due to the amount of concentration and effort required

If a child has a cluster of these difficulties, he may be dyslexic.



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Dyslexia or ELL?

It is much more difficult for someone with dyslexia to learn to speak a second language. So if some of your ELL students are taking much longer than most of your students to master speaking English, consider the following symptoms for dyslexia that have nothing to do with English.

When did he begin to speak 5 to 10 simple words that you could understand?

- Is he left-right confused?
- Did this student have difficulty learning to tie his shoes?
- Can he write the alphabet in sequence?
- Did he have difficulty learning the names of the letters -- no matter what language he used at the time?
- Can he write his name, address, and phone number? (If he speaks English well enough to be taught in English, he should be able to memorize his name, address, and phone number. That has nothing to do with reading. It is a rote memorization issue.)
- Did he reverse some of his letters and numbers even after two years of handwriting instruction and practice?
- Does he have an odd pencil grip and dysgraphia?
- Does he have trouble telling time on a clock with hands -- even using his native language?
- Does he have trouble memorizing multiplication or math facts?

**If he has 3 or more of those warning signs,
then it is likely that the student is ELL and has dyslexia.**

Phonological Awareness Skills Test

The Phonological Awareness Skills Test (PAST) in this book is an informal, diagnostic, individually administered assessment tool to help you determine the point of instruction for your students and monitor progress made from doing the activities you select. Because it is not a normed test, there can be flexibility in its administration. For example, you can reteach the directions as necessary or add your own word for the child to blend, segment, or delete if you want to gather additional information on a particular student.

The materials the administrator of the assessment needs include the assessment itself, a pencil, and counters or chips for the student to use for the segmentation part. If counters are not available, the student can clap the number of segments instead. The assessment is administered orally since PA has to do with the sounds of language.

When Skills Are Typically Mastered

Although children develop their PA skills at different rates, it is helpful to have a general window of when specific skills are typically mastered. The following is a suggested timeline.

<u>Skill</u>	<u>Typically mastered</u>
Concept of spoken word (sentence segmentation)	Preschool
Rhyme recognition	Preschool
Rhyme completion	Preschool/kindergarten
Rhyme production	Kindergarten
Syllable blending	Preschool/kindergarten
Syllable segmentation	Kindergarten
Syllable deletion	Kindergarten
Phoneme isolation of initial sound	Kindergarten
Phoneme isolation of final sound	Kindergarten/first grade
Phoneme blending (onset and rime)	First grade
Phoneme blending (all phonemes)	First grade
Phoneme segmentation	First grade
Phoneme deletion of initial sound	First grade
Phoneme deletion of final sound	First grade
Phoneme deletion of first sound in consonant blend	Second grade
Phoneme substitution	Second grade (some first)

Note: In order to make the test user-friendly and time-efficient, the skills of rhyme completion and phoneme blending of onset and rime are not measured. However, since the skills are sequential, if a student masters rhyme production, he/she should also be able to do rhyme completion. By the same token, if a student masters phoneme blending, he/she should also be able to master blending of onset and rime.

Phonological Awareness Skills Test (PAST)

Name _____

Date _____

Teacher _____

Grade _____

Concept of Spoken Word

Tell the student you are going to play a game with words and colored chips. Use the sentence "Joey likes cake" as an example. As you say each word of the sentence, push a colored chip forward—one chip per word. Then ask the child to do it. Once he/she understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.

1. Tom ran home. (3)
2. I have two pets. (4)
3. Did you eat lunch? (4)
4. What are you doing? (4)
5. Terry loves to play soccer. (5)
6. Yesterday it rained. (3)

Total _____

Rhyme Recognition

Tell the child that two words that sound alike at the end, such as *hat* and *sat*, are rhyming words. Ask if *sit* and *bit* rhyme. (Yes.) Then ask if *chair* and *boy* rhyme. (No.) If the child appears to grasp the skill, do the same for each of the following pairs of words. Put a check in the box to the right of the pair if the child answers correctly.

1. bed – fed (yes)
2. top – hop (yes)
3. run – soap (no)
4. hand – sand (yes)
5. funny – bunny (yes)
6. girl – giant (no)

Total _____

Reproducible

Rhyme Production

Tell the child that you are going to say a word, and he/she is to tell you a word that rhymes with it. The answer can be a real word or a nonsense word. Ask the child to tell you a word that rhymes with *sit*. Possible answers include *bit, fit, mit, pit, dit, and jit*. Put a check in the box to the right if the child answers correctly. Write down the child's answers on the lines provided.

- | | | | | | |
|---------|--------------------------|-------|----------|--------------------------|-------|
| 1. pain | <input type="checkbox"/> | _____ | 4. see | <input type="checkbox"/> | _____ |
| 2. cake | <input type="checkbox"/> | _____ | 5. dark | <input type="checkbox"/> | _____ |
| 3. hop | <input type="checkbox"/> | _____ | 6. candy | <input type="checkbox"/> | _____ |

Total _____

Syllable Blending

Tell the child you are going to say a word in a funny way. The job of the student is to put the parts together and say the whole word. Give these examples, pausing between syllables: out-side (outside), ro-bot (robot). Have the child say the sample words normally. Then do the following words and put a check in the box to the right if he/she says them correctly.

- | | |
|------------------|--------------------------|
| 1. pen - cil | <input type="checkbox"/> |
| 2. rain - bow | <input type="checkbox"/> |
| 3. pop - corn | <input type="checkbox"/> |
| 4. black - board | <input type="checkbox"/> |
| 5. side - walk | <input type="checkbox"/> |
| 6. pa - per | <input type="checkbox"/> |

Total _____

Syllable Segmentation

Tell the student that you are going to say a word and then break it into parts, or syllables. First say *rainbow* normally. Clap out the two parts in *rainbow* while saying each part. Then push up a chip as you say each syllable. Read each of the following words and ask the child to push up a chip while saying each syllable. It is not necessary to clap the syllables again unless the skill needs to be retaught. Put a check in the box to the right if the child does it correctly.

- | | |
|-------------------|--------------------------|
| 1. sometime (2) | <input type="checkbox"/> |
| 2. basket (2) | <input type="checkbox"/> |
| 3. bedroom (2) | <input type="checkbox"/> |
| 4. fantastic (3) | <input type="checkbox"/> |
| 5. maybe (2) | <input type="checkbox"/> |
| 6. helicopter (4) | <input type="checkbox"/> |

Total _____

Syllable Deletion

Tell the student you are going to play a game with words where one part of the word is left out. For example, *sunshine* without *shine* is *sun*. Ask the student to say *airline* without *air*. He/she should say *line*. Using the words below, tell the child the syllable to leave off. Use this sentence structure: "Say (down)town without *down*." Put a check in the box to the right if the student deletes the correct syllable.

- | | | |
|-----------------|-------|--------------------------|
| 1. (down)town | town | <input type="checkbox"/> |
| 2. (in)side | side | <input type="checkbox"/> |
| 3. for(get) | for | <input type="checkbox"/> |
| 4. bas(ket) | bas | <input type="checkbox"/> |
| 5. af(ter) | af | <input type="checkbox"/> |
| 6. (skate)board | board | <input type="checkbox"/> |

Total _____

Phoneme Isolation of Initial Sounds

Tell the child you are going to say a word, and he/she is to tell you the first sound of that word. Ask the child what the first sound is in the word *top*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the first sound correctly.

- | | | |
|----------|------|--------------------------|
| 1. big | /b/ | <input type="checkbox"/> |
| 2. land | /l/ | <input type="checkbox"/> |
| 3. farm | /f/ | <input type="checkbox"/> |
| 4. apple | /a/ | <input type="checkbox"/> |
| 5. desk | /d/ | <input type="checkbox"/> |
| 6. ship | /sh/ | <input type="checkbox"/> |

Total _____

Phoneme Isolation of Final Sounds

Tell the child you are going to say a word, and he/she is to tell you the last sound in the word. Ask the child what the last sound is in the word *pot*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the sound correctly.

- | | | |
|----------|------|--------------------------|
| 1. pick | /k/ | <input type="checkbox"/> |
| 2. ran | /n/ | <input type="checkbox"/> |
| 3. fill | /l/ | <input type="checkbox"/> |
| 4. bug | /g/ | <input type="checkbox"/> |
| 5. same | /m/ | <input type="checkbox"/> |
| 6. tooth | /th/ | <input type="checkbox"/> |

Total _____

Reproducible

Phoneme Blending

Tell the student that you are going to separate all the sounds in a word, and he/she is to say the whole word. Do these examples by segmenting each sound and having the student say the whole word; for example, /s/ /i/ /t/ is *sit*, and /s/ /t/ /o/ /p/ is *stop*. Read each word in segmented fashion. Put a check in the box to the right if the student says the whole word correctly.

1. /m/ /e/ me
2. /b/ /e/ /d/ bed
3. /h/ /a/ /t/ hat
4. /m/ /u/ /s/ /t/ must
5. /sh/ /o/ /p/ shop
6. /p/ /l/ /a/ /n/ /t/ plant

Total _____

Phoneme Segmentation

Tell the student that you're going to play a game with all the sounds in the words below. As an example, show the student the three sounds in *dime*. Push up a chip for each sound you say—/d/ /i/ /m/. Ask the student to try it with the word *hat*. Read each of the following words and ask him/her to push up a chip for each sound. Put a check in the box to the right if he/she does it correctly.

1. in (2)
2. at (2)
3. name (3)
4. ship (3)
5. sock (3)
6. chin (3)

Total _____

Phoneme Deletion of Initial Sounds

Tell the child you will be playing a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Ask the child to say *can* without /c/. The answer is *an*. Read each word below and tell the child the beginning sound to leave off. Put a check in the box to the right if the child does it correctly.

1. (s)un un
2. (p)ig ig
3. (m)op op
4. (n)eck eck
5. (b)at at
6. (t)ape ape

Total _____

Phoneme Deletion of Final Sounds

Tell the child that in this word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. Ask the child to say *meat* without /t/. The answer is *me*. Read each word and tell the child the ending sound to leave off. Put a check in the box to the right if the child does it correctly.

1. ro/s/e row
2. trai/n/ tray
3. grou/p/ grew
4. sea/t/ sea
5. ba/k/e bay
6. in/ch/ in

Total _____

Phoneme Deletion of First Sound in Consonant Blend

Tell the student to make new words by taking the first sound off a consonant blend. Example: The word *crow* without /k/ is *row*. Ask the student to say *still* without /s/. The answer is *till*. Do the following words with the student and put a check in the box to the right if he/she does it correctly.

1. Say *clap* without /k/. lap
2. Say *stop* without /s/. top
3. Say *trust* without /t/. rust
4. Say *black* without /b/. lack
5. Say *drip* without /d/. rip
6. Say *smile* without /s/. mile

Total _____

Phoneme Substitution

Tell the child you will be playing a very different game with sounds of words. You are going to ask him/her to take off the first sound of a word and replace it with another sound. Example: Replace the first sound in *pail* with /m/. The new word is *mail*. Ask the child to replace the first sound in *top* with /h/. The answer is *hop*. Ask the child to do the same with the rest of these words; if he/she answers correctly, put a check in the box on the right.

1. Replace the first sound in *man* with /k/. can
2. Replace the first sound in *pig* with /d/. dig
3. Replace the first sound in *sack* with /t/. tack
4. Replace the first sound in *well* with /f/. fell
5. Replace the first sound in *bed* with /r/. red
6. Replace the first sound in *shop* with /ch/. chop

Total _____

Nonsense Word Decoding

fop _____
(short-o; as in top)

dro _____
(long-o; as in pro)

zem _____
(short-e; as in hem)

plu _____
(long-u; as in flu)

gatch _____
(short a as in patch)

smy _____
(long-i; as in try)

whath _____
(short a; as in math)

bancy _____
(BAN-see; as in Nancy)

thund _____
(short u; as in fund)

cheddal _____
(CHED-ul; cheddar & pedal)

shemp _____
(short e; as in temp)

rutcle _____
(RUT-cul; as in rut and circle)

chisk _____
(short l; as in risk)

prusay _____
(PROO-say; prudent & say)

drobe _____
(long o; as in robe)

trumbridge _____
(TRUM-bij; as in trumpet & bridge)

shrong _____
(ong; as in strong)

snirgarp _____
(SNIR-garp; as in stir & garnish)

milch _____
(short-i; as in flich)

dentrawn _____
(DEN-TRAWN; as in dentist & lawn)

sprift _____
(short-i; as in swift)

contriield _____
(con-TREELD or CON-treeld; contempt & field)

shorhigh _____
(SHOR-bi; as in short & high)

trounfoom _____
(TROUN-foom; as in round & room)

mahew _____
(MAY-hew; as in major & few)

draltplaw _____
(DRATE-plaw; as in wait & flaw)

spantrate _____
(SPAN-trate; as in Spanish & nitrate)

MULTISENSORY STRUCTURED LANGUAGE TEACHING

What is meant by multisensory teaching?

Multisensory teaching is one important aspect of instruction for dyslexic students that is used by clinically trained teachers. Effective instruction for students with dyslexia is also explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (*language we see*), auditory (*language we hear*), and kinesthetic-tactile (*language symbols we feel*) pathways in learning to read and spell.

Margaret Byrd Rawson, a former President of the International Dyslexia Association (IDA), said it well:

“Dyslexic students need a different approach to learning language from that employed in most classrooms. They need to be taught, slowly and thoroughly, the basic elements of their language—the sounds and the letters which represent them—and how to put these together and take them apart. They have to have lots of practice in having their writing hands, eyes, ears, and voices working together for conscious organization and retention of their learning.”

Teachers who use this approach help students perceive the speech sounds in words (phonemes) by looking in the mirror when they speak or exaggerating the movements of their mouths. Students learn to link speech sounds (phonemes) to letters or letter patterns by saying sounds for letters they see, or writing letters for sounds they hear. As students learn a new letter or pattern (such as *s* or *th*), they may repeat five to seven

words that are dictated by the teacher and contain the sound of the new letter or pattern; the students discover the sound that is the same in all the words. Next, they may look at the words written on a piece of paper or the chalkboard and discover the new letter or pattern. Finally, they carefully trace, copy, and write the letter(s) while saying the corresponding sound. The sound may be dictated by the teacher, and the letter name(s) given by the student. Students then read and spell words, phrases, and sentences using these patterns to build their reading fluency. Teachers and their students rely on all three pathways for learning rather than focusing on a “whole word memory method,” a “tracing method,” or a “phonetic method” alone.

The principle of combining movement with speech and reading is applied at other levels of language learning as well. Students may learn hand gestures to help them memorize the definition of a noun. Students may manipulate word cards to create sentences or classify the words in sentences by physically moving them into categories. They might move sentences around to make paragraphs. The elements of a story may be taught with reference to a three-dimensional, tactile aid. In all, the hand, body, and/or movement are used to support comprehension or production of language.

What is the rationale behind multisensory, structured language teaching?

Students with dyslexia often exhibit weaknesses in underlying language skills involving speech sound (phonological) and print (orthographic) processing and in building brain pathways that connect speech with print. The brain pathways used for reading and spelling must develop to

Multisensory Structured Language Teaching – Page 2

connect many brain areas and must transmit information with sufficient speed and accuracy. Most students with dyslexia have weak phonemic awareness, meaning they are unaware of the role sounds play in words. These students may also have difficulty rhyming words, blending sounds to make words, or segmenting words into sounds. Because of their trouble establishing associations between sounds and symbols, they also have trouble learning to recognize words automatically (“by sight”) or fast enough to allow comprehension. If they are not accurate with sounds or symbols, they will have trouble forming memories for common words, even the “little” words in students’ books. They need specialized instruction to master the alphabetic code and to form those memories.

When taught by a multisensory approach, students have the advantage of learning alphabetic patterns and words with engagement of all learning modalities. Dr. Samuel Terry Orton, one of the first to recognize the syndrome of dyslexia in students, suggested that teaching the “fundamentals of phonic association with letter forms, both visually presented and reproduced in writing until the correct associations were built up,” would benefit students of all ages.

What is the Orton-Gillingham Approach?

Dr. Orton and his colleagues began using multisensory techniques in the mid-1920’s at the mobile mental health clinic he directed in Iowa. Dr. Orton was influenced by the kinesthetic method described by Grace Fernald and Helen Keller. He suggested that kinesthetic-tactile reinforcement of visual and auditory associations could correct the tendency of confusing similar letters and transposing the sequence of letters while reading and writing. For example, students who confuse *b* and *d* are taught to use consistent, different strokes in forming each letter. Students make the vertical line before drawing the circle in printing the letter *b*; they form the circle before drawing the vertical line in printing the letter *d*.

Anna Gillingham and Bessie Stillman based their original 1936 teaching manual for the “alphabetic method” on Dr. Orton’s theories. They combined multisensory techniques with teaching the structure of written English, including the sounds (phonemes), meaning units (morphemes such as prefixes, suffixes, and roots) and common spelling rules. The phrase “Orton-Gillingham approach” refers to the structured, sequential, multisensory techniques established by Dr. Orton, Ms. Gillingham, and their colleagues. Many programs today incorporate methods and principles first described in this foundational work, as well as other practices supported by research.

Is there solid evidence that multisensory teaching is effective for students with dyslexia?

Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students, especially those with dyslexia.

Programs that work differ in their techniques but have many principles in common. The multisensory principle that is so valued by experienced clinicians has not yet been isolated in controlled, comparison studies of reading instruction, but most programs that work do include multisensory practice for symbol learning. Instructional approaches that are effective use direct, explicit teaching of letter-sound relationships, syllable patterns, and meaningful word parts, and provide a great deal of successful practice of skills that have been taught. Fluency-building exercises, vocabulary instruction, language comprehension and writing are also included in comprehensive programs of instruction and intervention. Word recognition and spelling skills are applied in meaningful reading and writing of sentences and text passages, and students receive immediate feedback if they make mistakes. Guessing at words and skipping words are discouraged and replaced by knowledge of how to analyze and

Multisensory Structured Language Teaching – Page 3

read unknown words. Other key principles of instruction are listed below.

Summary: What are the principles of a multisensory, structured language approach?

Additional ways to enhance foreign language learning success include the following:

- **Simultaneous, Multisensory (VAKT):** Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic-tactile) simultaneously or sequentially in order to enhance memory and learning.
- **Systematic and Cumulative:** Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and progress methodically to more difficult material. Each concept must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.
- **Direct Instruction:** The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires direct teaching of all concepts with continuous student-teacher interaction.
- **Diagnostic Teaching:** The teacher must be adept at flexible or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered step by step for the student to progress.
- **Synthetic and Analytic Instruction:** Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this

can be broken down into its component parts.

- **Comprehensive and Inclusive:** All levels of language are addressed, often in parallel, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics).

IDA has supported the development of a matrix of multisensory, structured language (MSL) programs to enable consumers to see the similarities and differences among various programs. The programs were chosen for inclusion in the matrix because they have a long history of use in clinics and classrooms where the programs have been refined over time. These programs included in the matrix are those used at every "tier" of student ability. Some are designed for whole class instruction to prevent academic failure. Some are designed for small group instruction. And some are designed for the intensive instruction needed for students with severe reading disabilities. This Matrix of Multisensory Structured Language Programs is posted on the IDA website for downloading or can be obtained in print form from the IDA bookstore.

Related Readings:

- Birsh, J. R. (Ed.). (2005). *Multisensory teaching of basic language skills*. Baltimore: Paul H. Brookes Publishing Co.
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- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York: The Guilford Press.

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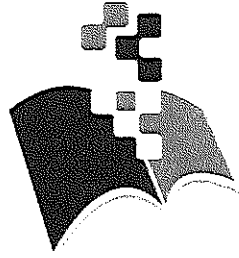
Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: Harper Collins Publishers.

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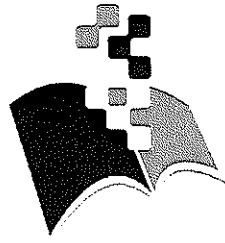
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Phonemic Awareness Warm-up: radnet, protcy, struvist
(student identifies the 1st sound, last sound, last sound of 1st syllable)

New Teaching: Music Trick Rule (spelling)

Encoding (Goal: Independent Spelling)		Decoding (Goal: Independent Reading)
Step 1: spell real words with tiles (gothic, flapjack, medic)	→	Step 2: read nonsense words on tiles (clopick, kepty, romack)
Step 3: spell nonsense words with tiles (conpic, kingtack, kelic)	←	Step 4: read real & nonsense words on paper (civic, cubic, flanpack)
Step 5: spell real & nonsense words on paper (clinic, tubic, nacpack)	←	Step 6: read phrases on paper (put a plastic robot)
Step 7: spell phrases on paper (felt frantic)	←	Step 8: read sentences on paper (My frisky kitten ran to a secret spot in the uncut grass to jump and frolic.)
Step 9: spell sentences on paper (Will cosmic dust fall on the silken blanket?)	←	Step 10: read a story (controlled text, emphasis on accuracy)



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Common Accommodations for Students with Dyslexia

For Reading

- Provide all books on audio (www.learningally.org)

For Spelling

- Spelling tests should not be graded
- Grade writing assignments on content and not mechanics (ignore spelling errors)
- Use an electronic spell checker (not the dictionary)

For Handwriting

- Have a peer note taker
- Teacher provides copies of notes or whatever was on the board
- Record the class for playback
- Dictate written assignments

For Written Expression

- Provide alternatives to written reports (create a video, do a presentation, etc.)

For Homework & Assignments

- Reduce homework assignments

For Memory

- Instead of open ended questions, ask questions with two choices

For Test Anxiety

- Oral review sessions
- Sample test
- Open book or open notes tests
- Oral testing
- Distraction free space

For Organization

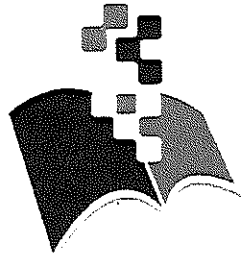
- Use a timer to help with time management (time timer)
- Mark text with a highlighter
- Coordinate assignments in a book or planner
- Receive study skills instruction

For Processing Information

- Extended time on *all* assignments and tests
- Break up tests into several sessions
- Extra time to process oral information and directions

For Distractibility

- Take test in a different setting
- Preferential seating
- Sensory tools



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Resource List

Books to Read to Students:

- Series: *The Adventures of Everyday Geniuses*, by Barbara Esham
 - *If You're So Smart, How Come You Can't Spell Mississippi?*
 - *Last to Finish: A Story About the Smartest Boy in Math Class*
 - *Free Association: Where My Mind Goes During Science Class*
 - *Mrs. Gorski, I think I Have the Wiggle Fidgets*
 - *Stacey Coolidge's Fancy-Smancy Cursive Handwriting*
- *The Alphabet War: A Story About Dyslexia*, by Diane Burton Robb
- *It's Called Dyslexia*, by Jennifer Moore-Mallinos
- *Tom's Special Talent*, by Kate Gaynor
- *The Reading Glitch*, by Lee Sherman
- *What is Dyslexia?: A Book Explaining Dyslexia for Kids and Adults to Use Together* by Alan Hultquist
- *The Don't-Give-Up Kid: Learning Disabilities* by Jeanne Gehret
- *Thank You, Mr. Falker Hardcover*, Patricia Polacco

Books for Teens:

- *Winter: A Memoir*, by Samantha Abeel
 Abeel writes of her life with dyscalculia, a learning disability that affects her learning of skills based on sequential processing – especially math, spelling and grammar. She writes frankly about her mental and emotional struggles to cope: while she looked like a "normal" child, she was unable to tell time, count change, or remember her locker combination.
- *Caged in Chaos: A Dyspraxic Guide to Breaking Free*, by Victoria Biggs
 Written by a teenage girl with dyspraxia, a disorder that affects fine-motor skills and often co-occurs with LD, this is a positive, practical guide for teens struggling with the social, physical and psychological troubles caused by developmental coordination disorders. In a conversational style, with great empathy for others in her situation, Biggs describes both the primary effects of her learning difference—disorganization, clumsiness and poor short-term memory—and the bullying, low self-esteem and loneliness she endures.
- *ADHD in HD: Brains Gone Wild*, by Jonathan Chesner
 A writer with AD/HD shares his experiences and offers practical advice to readers who might also have brains that are wired differently. From garish cover to hyperactive format, the design of the book imitates the author's brain—lots of bright yellow, more than 60 short chapters on distinct topics like dating, homework, and family life, and many photographs, drawings and speech bubbles.

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- *Positively ADD: Real Success Stories to Inspire Your Dreams*, by Catherine A. Corman & Edward M. Hallowell

Profiles of 17 successful adults who began dealing with ADD during childhood, including political strategist James Carville, a Pulitzer Prize-winning photographer, a major league pitcher and a young Rhodes scholar. A list of resources and an informative question-and-answer section round out an encouraging, helpful book for teens with ADD and for their parents, teachers and friends.

- *Applying to College for Students with ADD or LD: A Guide to Keep You (And Your Parents) Sane, Satisfied, and Organized Through the Admissions Process*, by Blythe Grossberg

Specifically tailored for teens with ADD or LD, this guide breaks down the college application process into manageable steps—from determining personalized criteria for college and narrowing down college choices, to developing a strong portfolio and application, as well as asking for references, requesting financial aid and preparing for interviews.

- *Where's my Stuff? The Ultimate Teen Organizing Guide*, by Samantha Moss & Lesley Schwartz

Many teens with learning disabilities find it highly challenging to stay organized. This illustrated guide offers practical advice on how to organize schoolwork, lockers, bedrooms and schedules.

- *Survival Guide for College Students with ADHD or LD*, by Kathleen Nadeau
This Survival Guide is a great reference book – one that will help college students to become stronger self-advocates. It includes lots of practical tips and recommendations, including how to manage time, use day planners, improve memory, become active learners, organize study spaces and overcome procrastination.

- *It's So Much Work to Be Your Friend: Helping the Child with Learning Disabilities Find Social Success*, by Rihard Lavoie

Veteran special education teacher Lavoie offers help to parents who want to help their children with learning disabilities overcome social skill deficits. Lavoie stresses communication and patience as parents guide their children through the maze of social interactions encountered daily, from arranging successful play dates and navigating the social challenges of school, to language difficulties, social anxieties and family issues.

- *Learning Disabilities: The Ultimate Teen Guide*, by Penny Hutchins Paquette & Cheryl Gerson Tuttle

This highly readable guide offers teens a solid base of information about learning disabilities, including definitions, coping strategies, tips on interpreting test results, legal considerations, and post-secondary school options. Each chapter includes a description of how it feels to have a particular disability, symptoms, practical suggestions, and resources. Profiles, success stories and quotes are sprinkled throughout.

- *Bluefish*, by Pat Schmatz

An award-winning novel about an eighth-grade boy who can't read. Now living with an alcoholic grandfather and starting a new school, Travis finds an unusual friend and a determined teacher who both help him unlock the power of literature.

- *Dyslexia Wonders*, By Jennifer Smith
Jennifer, who has dyslexia, struggles with schoolwork and feels misunderstood by teachers, classmates and family members. In her own words, she describes how she felt when she was identified with dyslexia, how she copes with being different from her peers and how she deals with daily challenges.
- *Backwards Forward: My Journey through Dyslexia*, by Blake E. S Taylor
A fine, informative, and compassionate firsthand account of dyslexia co-written by a young adult with LD and her mother. The authors offer a very personal window into their lives, beginning in the early childhood years and continuing through adulthood. Of special interest will be how the daughter describes the ways in which her struggles with dyslexia affected her relationship with friends and family.

Books for Parents, Educators, Caregivers:

- *The Dyslexia Empowerment Plan* (Ben Foss)
- *Overcoming Dyslexia* (Sally Shaywitz)
- *Understanding Dyslexia and Other Learning Disabilities* (Linda Siegel)
- *Dyslexia Wonders: Understanding the Daily Life of a Dyslexic from a Child's Point of View* by Jennifer Smith
- *The Dyslexic Advantage: Unlocking the Hidden Potential of the Dyslexic Brain* by Brock Eide
- *Proust and the Squid*, Maryanne Wolf (2008)
- *Parenting a Struggling Reader* by Susan L. Hall and Louisa C. Moats
- *Wrightslaw: From Emotions to Advocacy: The Special Education Survival Guide* by Pam Wright and Pete Wright
- *The Human Side of Dyslexia: 142 Interviews with Real People Telling Real Stories About Their Coping Strategies with Dyslexia* by Shirley Kurnoff
- *Essentials of Assessment and Intervention* by Nancy Mather & Barbara Wendling; John Wiley (2013)

Movies

- *Journey Into Dyslexia* <http://www.hbo.com/documentaries/journey-into-dyslexia#/>
- *The Big Picture: Rethinking Dyslexia* <http://thebigpicturemovie.com/>
- *Dislecksia—The Movie* www.dislecksiamovie.com
- "Understanding Learning Disabilities: How Difficult Can This Be? The F.A.T. City Workshop," PBS Video Production

You Tube Videos:

- [What's It Like Being Dyslexic?](#)
- [The Power of Dyslexia](#) (About Famous Dyslexics)
- [What is Dyslexia?](#) (TED-ED)
- [Dyslexia: A Hidden Disability](#) (Promotional video for Westmark School; excellent information on dyslexia)
- [What is Dyslexia?](#) (National Center for Learning Disabilities)

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- [Dyslexia for a Day](#) (Dyslexia Training Institute)
 - [Quinn Lathrop \(Kid\) on Dyslexia](#)
 - [Henry Winkler Interview](#)
 - [I Can't Do That, But I Can Do This](http://vimeo.com/60135023) <http://vimeo.com/60135023>
 - [Understanding Learning Disabilities: How Difficult Can This Be? The F.A.T. City Workshop](#) <http://www.youtube.com/watch?v=jZhRf2fxlyw>
 - [Embracing Dyslexia](http://www.embracingdyslexia.com/) <http://www.embracingdyslexia.com/> A thoughtful and moving exploration of dyslexia from an insider's perspective, weaving together interviews with parents, adult dyslexics, researchers, educators and experts.
 - [Ennis' Gift](http://www.youtube.com/watch?v=AkFTsSj-XA0) <http://www.youtube.com/watch?v=AkFTsSj-XA0> (story of Bill Cosby's son as well as other famous and successful individuals with dyslexia.).

Organizations

- [Decoding Dyslexia](http://www.decodingdyslexia.org) www.decodingdyslexia.org
- [National Center for Learning Disabilities](http://www.ncld.org/) <http://www.ncld.org/>
- [International Dyslexia Association](http://www.interdys.org/) <http://www.interdys.org/>
- [The Yale Center for Dyslexia and Creativity](http://dyslexia.yale.edu/) <http://dyslexia.yale.edu/>
- [Eye to Eye](http://eyetoeyenational.org/) <http://eyetoeyenational.org/>
- [Headstrong Nation](http://headstrongnation.org/) <http://headstrongnation.org/>
- [Learning Ally](http://www.learningally.org) www.learningally.org
- [Wrightslaw Special Education Law and Advocacy](http://www.wrightslaw.com) www.wrightslaw.com
- [Oregon Branch of International Dyslexia Assoc.](http://www.orbida.org) www.orbida.org
- [Learning Disabilities Association](http://www.ldanatl.org) www.ldanatl.org
- [National Reading Panel Report](http://www.nationalreadingpanel.org) www.nationalreadingpanel.org
- [Oregon Literacy Framework](http://www.ode.state.or.us) www.ode.state.or.us
- [LD Online](http://www.LDonline.org) www.LDonline.org
- [Bright Solutions for Dyslexia](http://www.dys-add.com) www.dys-add.com
- [Dyslegia: A Legislative Information Site](http://www.dyslegia.com) www.dyslegia.com

Multiple Intelligences

- [Birmingham Grid for Learning \(Survey\)](http://www.bgfl.org/bgfl/custom/resources_fbp/client_fbp/ks3/ict/multiple_int/)
http://www.bgfl.org/bgfl/custom/resources_fbp/client_fbp/ks3/ict/multiple_int/
- [Kagan Online](http://www.kaganonline.com/index.php) <http://www.kaganonline.com/index.php>

Technology Tools

- [Audiobooks](http://www.learningally.org) www.learningally.org
- [Co:Writer](http://donjohnston.com/cowriter/#.Uufk7DfTnIU) <http://donjohnston.com/cowriter/#.Uufk7DfTnIU>
- [Dragon Naturally Speaking](http://www.nuance.com/dragon/index.htm) <http://www.nuance.com/dragon/index.htm>

Local Meetings

- **Decoding Dyslexia Oregon**, www.decodingdyslexiaor.org
DD-OR is a group of parents and educators concerned with the lack of evidenced-based intervention in public schools for children with dyslexia. They

are working to bring awareness to the public, educators and legislators about dyslexia. The focus is on changing teacher training and legislation to improve.

- o Meets first Monday of the Month at the Swindells Center, Providence Portland Medical Center.
- o Check www.decodingdyslexiaor.org for the schedule of speakers and events.

Facebook

- There are many dyslexia related FACEBOOK pages. If you “like” these pages you will automatically be subscribed to new information when it is posted. Daily posts include information on free webinars, trainings, assistive technology, apps, medical research, legislation and best practices.

Some FACEBOOK pages to like:

- PDX Reading Specialist, LLC <https://www.facebook.com/PDXReadingSpecialist>
- Decoding Dyslexia Oregon (and the other Decoding Dyslexia chapters) <https://www.facebook.com/DecodingDyslexiaOR>
- Headstrong Nation <https://www.facebook.com/headstrongnation>
- Learning Ally <https://www.facebook.com/LearningAlly.org>