



## Spring 2020 Quarterly Meeting Webinar Understanding Dyslexia

APRIL 29, 2020

10:30-12:00

### AGENDA

#### Welcome & Introductions

10:30-10:50

*Sanam Jorjani, Co-Director, Oakland Literacy Coalition*

- [Participant Introduction and Check-In Activity](#)
- Who's In the Room?

#### Understanding Dyslexia

10:50-11:50

*Kristen Koeller & Deberah Schlagel, Decoding Dyslexia CA*

- [Activity 1](#) (Slides 15-17) -- Breakout Rooms

#### Reflection & Takeaways

11:50-12:00

- [Closing Reflection Activity](#)

#### Close

12:00

- Please complete the [online evaluation](#)!

## PRESENTATION ACTIVITIES AND RESOURCES

### Check-in and Introductions

#### Activity 1 (Slides 15-17)

#### Handout 1: Dyslexia Facts & Myths (Slide 24)

#### Handout 2: Educator and Parent Resources(Slide 27)

#### Handout 3: Characteristics of Dyslexia (Slide 27)

#### Handout 4: “If I Get Stuck” (Slide 31)

### Closing Reflection

### Webinar Evaluation

## Check-in & Introductions

Name	Organization	Email (if you want to share with the group)	Check-In: What is one thing you're proud of since the COVID-19 shelter in place?	Check-In: What brings you to this webinar today?  Is there an issue/question/challenge that is top of mind?
Pat Toney	Oakland Public Library	ptoney@oaklandlibrary.org	OPL working with OUSD/ TechExchange to get hotspots to families	To gain a better understanding of the dyslexia brain.
Teresa M. Giacomani	Oakland Public Education Fund	teresa@oaklandedfund.org	<a href="#">COVID-19 Rapid Relief Fund</a> to support OUSD families with cash disbursements, grab-and-go meals, and closing the digital divide	To learn about dyslexia, in order to better focus support for students
Judy Villedrouin	Fairfax County Public Schools (VA)	judy2177@gmail.com	Online ESL classes for Seniors	Working with reading disabilities
Lani Mednick	OUSD	alanna.mednick@ousd.org	Teachers and Tutors I work with diving in fully to support students, families & engaging in professional learning opportunities.	Understanding the brain and how to best support dyslexic students is helpful to support ALL students & I appreciate continuously learning more to build my knowledge of best practice.
Rachel Levin	OUSD	prachel.levin@ousd.org	Supporting local orgs/communities with my stimulus check.	Working on parsing research and messaging around teaching literacy. Especially interested in

				literacy in a dual language context.
Bruce Kaplan	JCL & Learning Ally	brucek1102@gmail.com	I'm surviving!	Both as a reading tutor and an audiobook reader for Learning Ally, I want to understand more about dyslexia
Shuli de la Funete-Lau	Education for Change	sdelafuente-lau@efcps.net	The teachers that I've been supporting and coaching have been delving into this work with such creativity, care, and dedication	To understand more about dyslexia, especially for identifying it, support, and interventions in K-2
Steve Hagler	LearnUp Centers	stevehagler@learnupcenters.org	LearnUp teaches all ages and types of learners to read in an after school, one on one in person and on March 16th we moved everyone online, including all of scholarship students. We are now all online.	Dyslexia! As a field, we don't talk about this enough. Neurodiversity underlies much of what we are seeing in struggling readers...
Rebecca Buckley	Children Rising	rebecca@children-rising.org	Great study time! Lots of reading and reflecting on our work and the larger historical, social, educational contexts	Interest in subject matter
Rebekah Wilson	Children Rising	rebekahnoelw@gmail.com	Taken time to read books that have been on my list of things to read related to the work that I am involved with in Oakland schools	I love participating in the OLC quarterly meetings and always walk away with some new knowledge or information that is useful in my work
Angela Barth	OLC Board <input type="text"/>	angwyler@gmail.com	I've gotten more comfortable with webinars and virtual meetings!	Former early childhood special and general ed teacher, I love that dyslexia is getting more "attention" we've needed it!

Elvira Iniguez	Aspire ERES Academy	elvira.iniguez@aspirepublicschools.org	Gardening! It's growing!	My 8 year old has been struggling with reading for 3 years. She was retained in 1st grade with not much success or growth. An Ed Specialist had observed her and was suspicious of Dyslexia. She was going to be assessed right before this pandemic.
iTania Camacho-Pineda	Tandem, Partners in Early Learning	tania@tandembayarea.org	My organization has been quickly trying to figure out this virtual approach to continue bringing our read alouds and workshops to families, educators, and community partners	To gain a better understanding
Allison Duncan	Aspire Education Project	crb@aspireeducation.org	Adjusting to digital/virtual/tech work life	I'm here to learn about dyslexia to better understand and provide support to the Buddies and Youth Mentors at Community Reading Buddies this summer.
Alex Ford	Aspire Education Project	aford@aspireeducation.org	Getting through the tough days!	Better understanding of how dyslexia affects student learning
Beth Miller	Community Education	beth@cep.ngo	Transitioning our 1:1 tutoring program to the virtual world	To gain skills to better support our students and tutors
Paola Bea	Tandem	paola@tandembayarea.org	Saving lives by staying home	I want to learn about dyslexia.
Cassie Perham	OLC	cassie@oaklandliteracycoal	Continue	Excited to learn more about the

		ition.org		topic!
Rose Lynn Abesamis-Bell	Lake Merritt UMC/Sama Sama Cooperative	roselynnabesamisbell@gmail.com	Serving meals to the unsheltered through Lake Lunches and continuing our food pantry distribution	I wanted to deepen my knowledge of dyslexia.

## Activity 1

**After reading the [passage](#) silently:**

1. Pick one person in your room to read aloud.
2. Pick one person to ask some comprehension questions:
  - a. What is this passage about? Can you give 1-2 details?
3. Reflect: How did it feel to read the passage?
4. Share with one another:

- a. Have you ever seen this in students or adults?
- b. Did you notice any behaviors among your peers? How could this affect a student's behavior in class?
- c. What could this mean for a student with dyslexia taking a test or reading aloud in class?

### Closing Reflection

What is one thing you're taking away from this session?	How will the things you've heard & discussed today impact or be brought into your work moving forward?
(1) Recognizing signs and (2) existence of Structured Literacy programs	Learning some structured literacy techniques
Advocacy is important and leads to enlightenment to issues and challenges that a lot of us go through	I will be mindful and thinking of different learning activities for children with different learning styles and challenges.
Patience and empathy in paying attention to signs of a young struggling reader who may be dyslexic; knowing a network of resources to access for dyslexic readers	I want to incorporate more Structured Literacy implementation in our curriculum for one-on-one reading for early literacy intervention in our summer org.
I want to learn more about Structured Literacy! Excited to have a new literacy approach to research and dive into.	
Patience and understanding.	
Always try to answer the question "why?" when unusual behavior is observed before assuming anything about the student	I would like to try and be a better advocate for students in our literacy intervention program who exhibit some of these tendencies- to make sure that they can get assessed as quickly as possible and receive the types of services that can have a positive influence on their learning

<p>I really liked this presentation. Decoding Dyslexia is one of the premier advocacy groups working on changing how we teach kids to read. Thanks to Deb and Kristen!</p>	
<p>There is a need to address how Schools of Education are still not preparing teachers to address the needs of dyslexic students. The community of literacy organizations can provide anecdotal data on the struggles of students we serve. The resources shared by the presenters was excellent and I was unaware of the CA Dyslexia Guidelines.</p>	