



April 29, 2020

OLC Quarterly Meeting Webinar

Understanding Dyslexia



Agenda

- | | | |
|-------------|-------------------------|---|
| 10:30-10:50 | Welcome & introductions | Sanam Jorjani
Oakland Literacy Coalition |
| 10:50-11:50 | Understanding Dyslexia | Kristen Koeller and Deberah Schlagel
Decoding Dyslexia, Ca |
| 11:50-12:00 | Reflection | Sanam Jorjani |
| 12:00 | Close | |

Working together
to ensure every
Oakland child
learns and **loves**
to read



Participation Guidelines and Tools

- This Meeting Will Be Recorded
- We will pause throughout the presentation to refer to the google doc to record ideas and link to handouts and resources.
- Please mute your mic during the presentation. There will be time for conversation in breakout rooms.
- Use the chat box to ask questions. Presenters will answer what they can, and we will try our best to follow up where appropriate.

Introductions

Using the Google Doc, record your answers in your own line



What is one thing you are proud of since the Shelter in Place?

What brings you to the Webinar today?

Is there an issue/question or challenge that is top of mind?

Who is in the Room?



Oakland Literacy Coalition

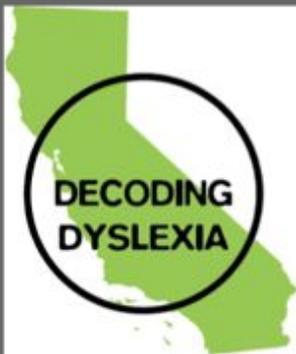
Spring Quarterly Meeting
April 29, 2020

Characteristics of Dyslexia in Children

Decoding Dyslexia CA

Deberah Schlagel, parent volunteer

Kristen Koeller, teacher volunteer



Disclaimer: Decoding Dyslexia CA (DDCA)

*Decoding Dyslexia CA (DDCA) is a grassroots movement. The materials produced by DDCA are for informational purposes only and are not written by lawyers or anyone qualified in any way to interpret the law or provide legal advice. You should contact an attorney to obtain advice with respect to any particular issue or problem. Links that may be accessed via this site are for the convenience of our site users. The information, content, services and materials contained on any site to which you link from this site are solely the responsibility of the provider of that website. Please note that DDCA does not have a legal connection to any other company or organization that may be featured on our site. –
Decoding Dyslexia CA*

Decoding Dyslexia CA receives no remuneration for this event. Members of DDCA are volunteers.

Decoding Dyslexia CA does not represent, or have a legal or financial connection with the aforementioned entities involved in this training opportunity. Decoding Dyslexia CA received no remuneration for this event.

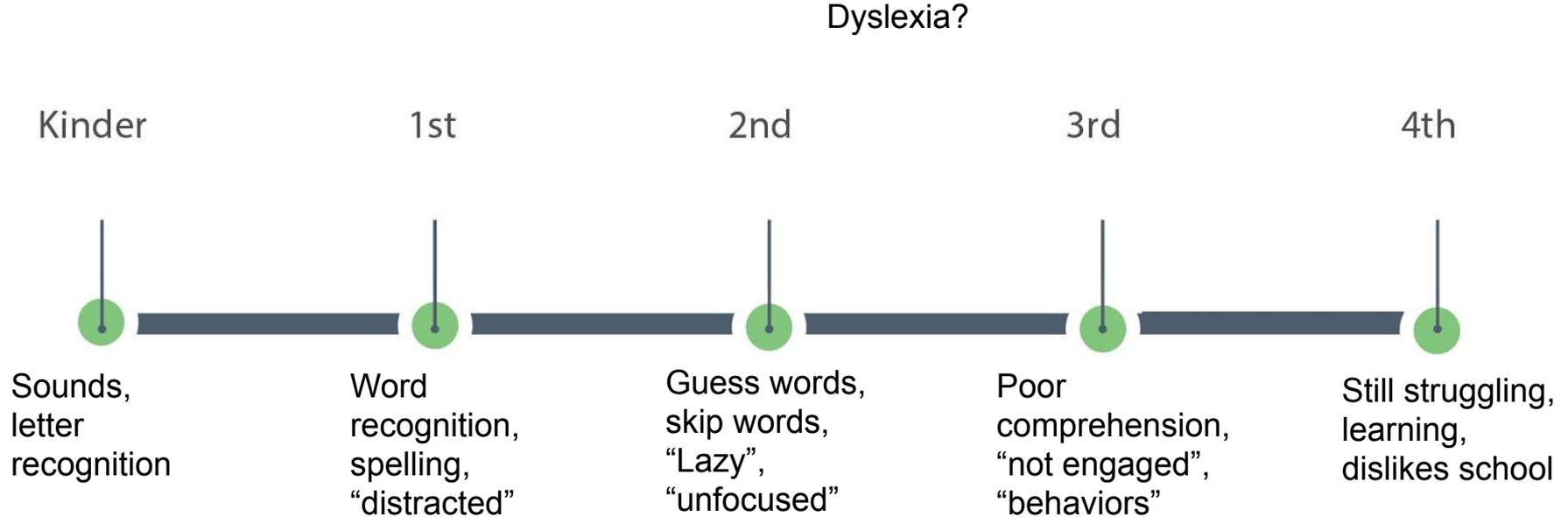
Where are you in my story?

Candid discussion with the following objectives:

- Understand what happens without early intervention
- Where can you influence and make positive changes for someone else?
 - Teacher
 - Administrator
 - Tutor
 - Librarian
 - Consultant or Service Provider
 - Mentor
 - Friend
 - Family

Hopes, Dreams, & Aspirations

The Journey Begins



Road to Identification

- **7 Teachers**
- **2 Principals**
- **2 School psychologists**
- **Speech and language**
- **Occupational therapist**
- **Director of special education**
- **Superintendent**
- **Pediatrician**
- **3 Tutors**
- 8 Parent teacher conferences
- 5 SPED meetings without eligibility

No one understood Dyslexia. They didn't know how to help. What is a parent to do?

Handoff to Kristen

How does it feel

to read like a person with
dyslexia?

He had never seen dogs fight as these
w_____ c_____ fought, and his first
ex_____t_____ him an un_____able l_____n. It is
true, it was a vi_____ ex_____, else he would
not have lived to pr_____it by it. Curly was
the v_____. They were camped near the log
store, where she, in her friend___ way,
made ad___to a husky dog the size of a
full-___ wolf, the ___ not half so large
as___ he. ___ere was no w___ing, only a leap
in like a flash, a met___ clip of teeth, a leap
out equal swift, and Curly's face was
ripped open from eye to ja_____.

Activity

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?

He had never seen dogs fight as these w_____ c_____ fought, and his first ex_____ t_____ him an un_____ able l_____n. It is true, it was a vi_____ ex_____, else he would not have lived to pr_____it by it. Curly was the v_____. They were camped near the log store, where she, in her friend__ way, made ad__to a husky dog the size of a full-_____ wolf, the _____ not half so large as____ he. _____ere was no w____ing, only a leap in like a flash, a met__ clip of teeth, a leap out equal swift, and Curly's face was ripped open from eye to ja_____.

Jack London. Call of the Wild ~ Chapter 2

He had never seen dogs fight as these wolfish creatures fought, and his first experience taught him an unforgettable lesson. It is true, it was a vicarious experience, else he would not have lived to profit by it. Curly was the victim. They were camped near the log store, where she, in her friendly way, made advances to a husky dog the size of a full-grown wolf, though not half so large as she. There was no warning, only a leap in like a flash, a metallic clip of teeth, a leap out equally swift, and Curly's face was ripped open from eye to jaw.

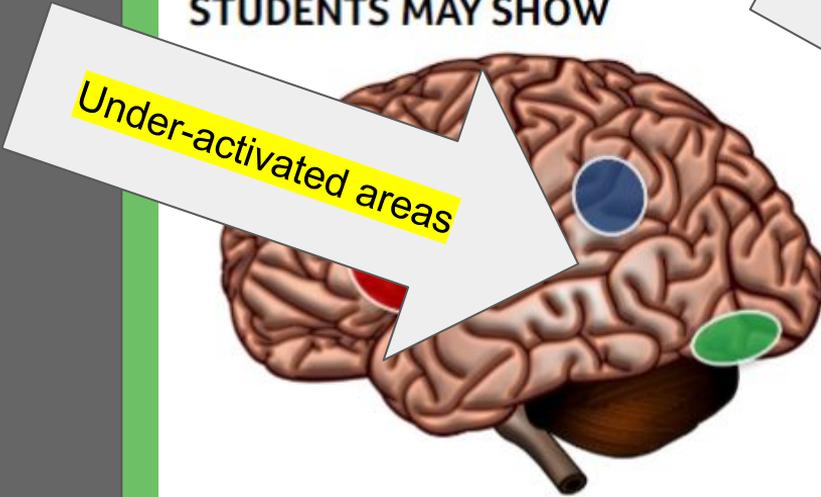
What happens to comprehension when reading fluency is at about 90% accuracy?

- You are working really hard
- You are trying to figure out what these words are
- You don't have all of the relevant information, so you are trying to figure out what these words are
- You probably aren't able to allocate a lot of mental resources to what the passage actually means
- So much energy goes into decoding that not much is left for comprehension
- Oral fluency doesn't tell us if the student can comprehend, or how guessing is impacting the meaning of the passage
- Words that are the hardest to predict are the ones carrying the most new information and meaning

What is Dyslexia? as defined by IDA and NICHD

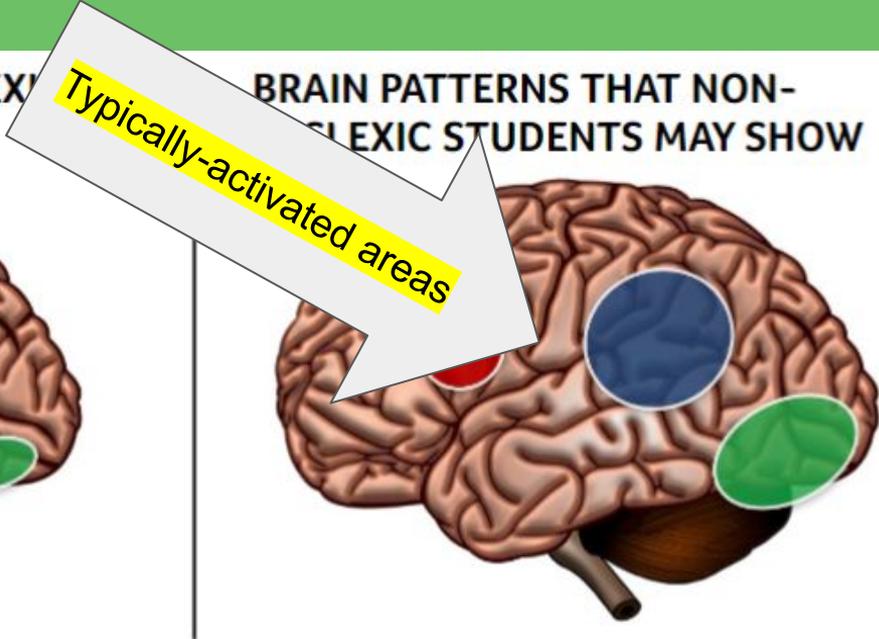
- *“Dyslexia is a specific learning disability that is neurobiological in origin.*
- *It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.*
- *These difficulties typically result from a deficit in the phonological component of language 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.”*

BRAIN PATTERNS THAT DYSLEXIC STUDENTS MAY SHOW



Under-activated areas

BRAIN PATTERNS THAT NON-DYSLEXIC STUDENTS MAY SHOW



Typically-activated areas

- **LEFT FRONTAL REGION:** Important for compensation
- **LEFT TEMPORO-PARIETAL REGION:** Important for phonological processing and grapheme-phoneme association
- **LEFT OCCIPITO-TEMPORAL REGION:** Important for orthographic processing

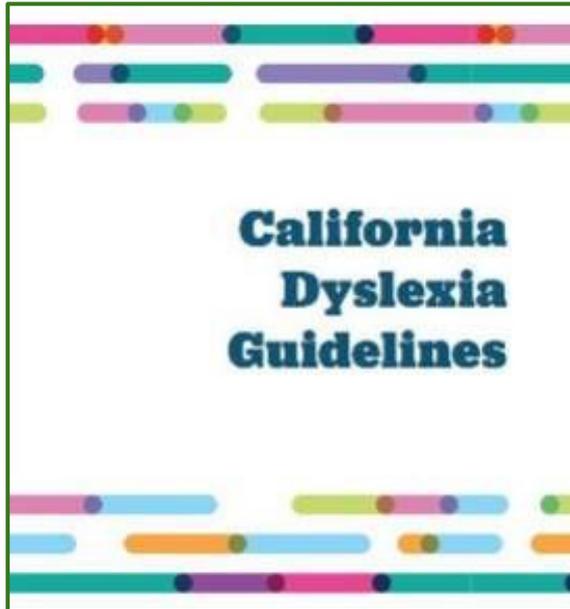
Figure 2.1. Key brain structures that are often impacted in dyslexia. Developed by and used with permission from Fumiko Hoeft.

- Neural signatures of dyslexia are reliable.
- Neural signatures of dyslexia are predictive of dyslexia risk and outcome.
- Neural signatures of dyslexia change with intervention.
- Neural signatures of dyslexia are present even in gifted students whose discrepant reading may be masked because it is within the average range, resulting in misdiagnosis as not having dyslexia.

Dyslexia Myths & Facts

- Is **not** a problem of intelligence. Children with dyslexia are just as smart as their peers.
- Is **not** something you outgrow but with early intervention and accommodations literacy outcomes greatly improve.
- Is **not** a problem of laziness. Students with dyslexia are already trying hard. They need specific help to make progress.
- Affects 15 - 20% of the population and is hereditary.
- Can be screened for as early as preschool. Early identification is key.
- Students with dyslexia learn to read best using Structured Literacy.
- Structured Literacy teaching techniques are evidence-based, multi-sensory, direct, explicit, cumulative, and intensive.

California Dyslexia Guidelines



The **guidelines** are to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with **dyslexia**, and to plan, provide, evaluate, and improve educational services to pupils with **dyslexia**.

Google: CA Dyslexia Guidelines

<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>

- 14 explicit chapters about how schools should support students with dyslexia
- **BOTH** classroom teachers and special education teachers are responsible
- All schools should be aware of this document
- These are **only guidelines**, not mandates
- The law states that students being tested for special education in reading should **receive specific tests** for phonological processing problems.

Chapter 1: A Twenty-First-Century Definition of Dyslexia	3
Chapter 2: The Neuroscience of Dyslexia	6
Chapter 3: Dyslexia as a Language-Learning Disability	9
Chapter 4: Characteristics of Dyslexia by Age Group—Strengths and Weaknesses	14
Chapter 5: Socioemotional Factors of Dyslexia	24
Chapter 6: When the Concern May Not Be Dyslexia	26
Chapter 7: Dyslexia in English Learners	33
Chapter 8: Pre-Service and In-Service Preparation for Educators	38
Chapter 9: Screening and Assessment for Dyslexia	42
Chapter 10: Special Education and 504 Plans	59
Chapter 11: Effective Approaches for Teaching Students with Dyslexia	63
Chapter 12: Assistive Technology	75
Chapter 13: Information for Parents and Guardians	81
Chapter 14: Frequently Asked Questions	95
Appendix A: Assessment Tools	99
Appendix B: Assistive Technology Resources	103
Appendix C: Legal Citations	104
Appendix D: Long Descriptions	107
Glossary	112

Characteristics of Dyslexia in Children

Preschool & Kindergarten

- Delay in talking; articulation problems
- **Difficulty recognizing and producing rhymes**
- Difficulty remembering written information
 - Letter names, phone number, address
- Difficult remembering and following directions
- **Difficulty matching words by initial sound**



Characteristics of Dyslexia in Children

Grades 1 - 3

- **Difficulty learning sound/symbol correspondences**
- Persistent confusion of visually similar letters (b/d/p, w/m, h/n, f/t)
- Confusion of letters whose sounds are similar (d/t, b/p, f/v)
- Difficulty remembering basic sight words (e.g. color words)
- **Problems saying the individual sounds in words**
 - **or blending sounds to form words**
- Reading and spelling errors that involve difficulties with sound/symbol matching (e.g. past/pats, tip/trip, slip/sip, rip/rib, stop/post)
 - Watch for omissions, additions, or swapping of letters
- **Omission of grammatical endings in reading and/or writing**
 - **(-s, -ed, -ing, etc)**
- Difficulty remembering spelling words over time
- **Problems applying spelling rules when writing**



Characteristics of Dyslexia in Children

Grades 4 - 8



- Difficulty reading and spelling multisyllabic words
- **Lack of awareness of word structure**
 - i.e. prefixes, roots, suffixes
- **Frequent misreading of common sight words**
 - i.e. where, there, what, then, and, the
- **Difficulty with reading comprehension**
- Difficulty with writing assignments
 - i.e. spelling and organization

Characteristics of Dyslexia in Children

High School & College & Adults



- Continued difficulty with word reading
 - Prevents learning new material and analyzing written material
- **Slow rate of reading**
- Continued difficulty with spelling and writing assignments
- **Difficulty taking notes in class**
- **Trouble learning a language**

How to help when reading with a child.

Guessing strategies can impede reading development.



Handout

If I get stuck!



I can look through the whole word  left to right



I can use my finger to help me segment the word into sounds, syllables or chunks I know.



If I don't know all the letter / sound matches I can ask for help.



I can blend the sounds linking these to the individual letter or letter strings from left to right all the way through to make the word.



I can listen to my own voice, slow my thoughts and think...  Does that word make sense?



How to help when reading with a child.

Guessing strategies can impede reading development.

If I get stuck!

I can look  through the whole word and use my finger  to help me segment the word into sounds, syllables or chunks I know.

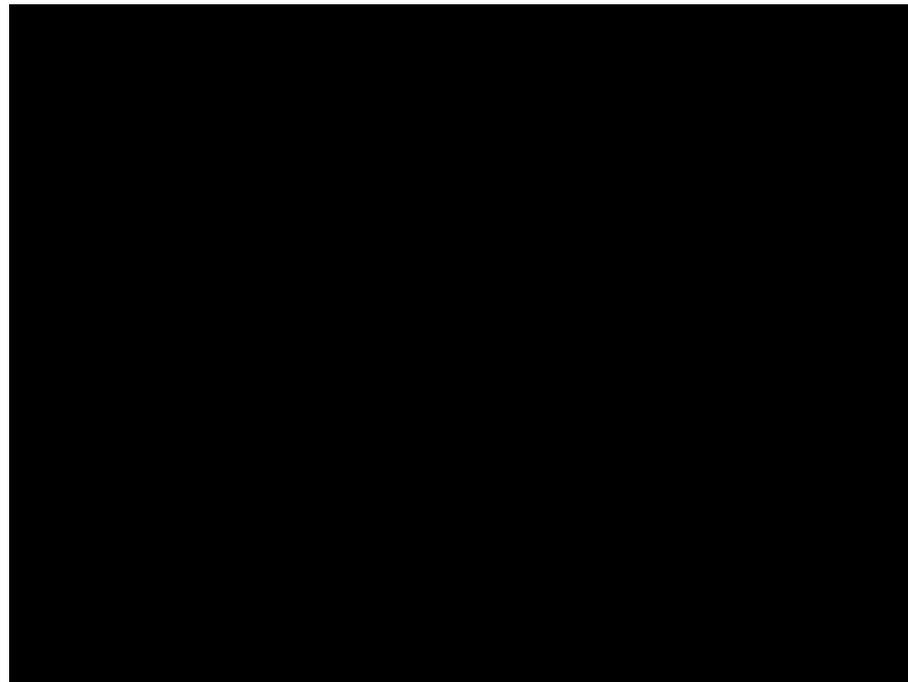
If I don't know all the letter / sound matches I can ask for help. 

I can blend the sounds linking these to the individual letter or letter strings from left to right all the way through to make the word. 

I can  listen to my own voice, slow my thoughts and think... Does that word make sense? 

 **The alphabet is a code.**
I am learning how to crack it!

Tiny Steps Make Big Strides

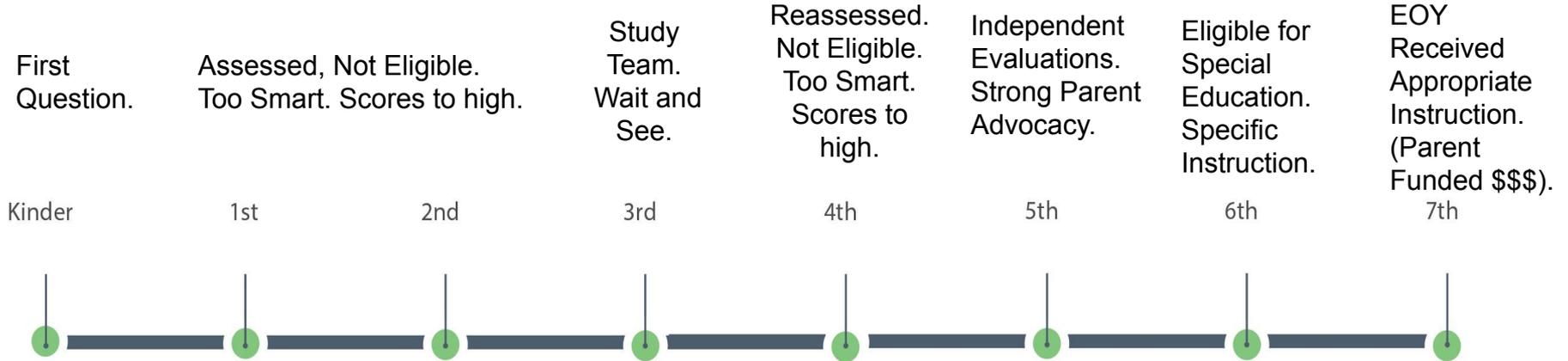


Missed words:

grew - tired - gently - shallow - crawled 32

Handoff to Deberah

Advocacy to Intervention



Every piece of the process takes a significant amount of time.

4-8 times longer for remediation to have a positive effect on a student.

Deberah's Top 10 Opportunities for Action

- **Why wait? EARLY** identification & wrap around services
- More specially designed classes K-12
- **Get connected; find something they love**
- Ask for programs that meet the CA Dyslexia guidelines
- **Learn the signs of a struggling reader**
- Vowel chart in every classroom
- Resource Directory for teachers
- **Advocacy program for families**
- Preschool and Library Partnerships in Structured Literacy and Science of Reading
- **Free** training for all preschool -3 grade teachers public and private.
- Utilize Speech & Language Pathologists in Structured Literacy and Science of Reading and use for intervention

Reflect

Take a few moments to reflect and record in our shared document.

“

What is one thing you're taking with you from today's session?

How will the things you've heard & discussed today impact your work moving forward?

”

Thank You!

Please don't forget to complete an evaluation

Oakland Literacy Coalition

www.oaklandliteracycoalition.org

Twitter: [@oaklandreads](https://twitter.com/@oaklandreads)

(510) 280-3547

Facebook: [@oaklitcoalition](https://facebook.com/@oaklitcoalition)



Decoding Dyslexia, CA

www.decodingdyslexiaca.org

