Dyslexia 101 for Administrators

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Today’s session will focus on:

• Why are we here?
• What is dyslexia?
• How do we identify who is at risk for dyslexia?
• What are components of effective instruction?
• How can schools support parents?
• What resources are available?
New Dyslexia Legislation Passed in the 2017 Legislative Session!
What does current legislation require of Oregon districts?

1. Ensure one K-5 teacher in each K-5 school completes dyslexia training by July 1, 2018.

2. Universal screening for risk factors of dyslexia in kindergarten beginning in the 2018-19 school year.

Universal Screening in Kindergarten:

- cost effective screeners

- take into account:
  - phonological awareness
  - letter sound correspondence, and
  - rapid naming
SB 1003

- requires districts to screen for family history of difficulty in learning to read IF the student shows risk factors for reading difficulties based on other measures

- requires the Department to provide guidance for notifications to be sent by school districts to parents of students who are identified as having risk factors for reading difficulties

“It is now possible to test young children … for early indicators of dyslexia. Children with family histories of reading disability should be standing right in the front of the line for such testing.”

(Shaywitz, 2004)
What do I need to do right now to stay in compliance?

• Work with district office to select and register a teacher for a dyslexia training opportunity from the Department’s approved list. Ensure that the teacher completes the training by July 1, 2018.

• Begin thinking about identifying a team to administer screening tests in kindergarten. This team will need to be trained to administer the screeners beginning in the 2018-19 school year.

How can I do even more to prevent students from experiencing reading difficulties in my building?
What is Dyslexia?

Dyslexia

What is dyslexia? dys-lexia
- dys—difficulty
- lexia—with words

Why define dyslexia?
- Clear up myths and misconceptions
- Link the public to information and resources
- Enable research on the value of educational treatments
Dyslexia is…..

Dyslexia is our best, most visible evidence that the brain was never wired to read.

-Maryanne Wolf

Proust and the Squid, 2007

Dyslexia Defined

- Specific learning disability
- Neurobiological in origin
- Inaccurate or non-fluent word recognition
- Deficit in spelling and decoding abilities
- Deficit in phonological component
- Often unexpected
- Secondary consequences
Neurobiological Basis of Dyslexia

Eden et al., *Neuron*, 2004

The Heart of the Problem

Understanding the *alphabetic principle* and learning all sound-symbol correspondences.
Dyslexia

- Is a language-based problem
- Does not mean seeing things backwards
- Exists across all levels of intelligence
- Is not caused by a lack of motivation
- Occurs at all socioeconomic levels
- Occurs slightly more often in boys than in girls
- May develop even with good classroom instruction
- Often occurs with other disorders

Simple View of Reading

Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).
Literacy in Schools

- 80-85% of students with an identified specific learning disability have a primary problem with reading and/or language
- 10-20%, or 1 out of every 5-10 students, has symptoms of dyslexia


Common Warning Signs Associated with Dyslexia

WARNING
CHALLENGES AHEAD
The Earliest Clues to Dyslexia

• Delay in speaking
• Difficulties in pronunciation (“baby talk”) that continue past the usual time
• Less sensitivity to rhyme
• Difficulty in learning and remembering names of letters
• Failure to know the letters in his own name

Shaywitz, 2004

Kindergarten and First Grade

• Failure to understand that words come apart
• Inability to learn to associate letters with sounds
• Reading errors that show no connection to the sounds of letters
• Inability to sound out and read common one-syllable words

Shaywitz, 2004
Second Grade On

• Problems in Speaking
  • Mispronunciation of long, unfamiliar, or complicated words
  • Speech that is not fluent
  • Use of imprecise language
  • Not being able to find the exact word
  • The need for time to summon an oral response
  • Difficulty in remembering isolated pieces of verbal information (rote memory)

Shaywitz, 2004

Second Grade On

• Problems in Reading
  • Lack of strategy to read new words
  • Stumbling on reading multisyllabic words
  • Inability to read small function words
  • Oral reading filled with substitutions, omissions, and mispronunciations
  • Reading that is very slow and tiring
  • Disastrous spelling
  • Messy handwriting
  • Extreme difficulty learning a foreign language

Shaywitz, 2004
Young Adults/Adults

- **Problems in Speaking**
  - Persistence of earlier oral language difficulties
  - Mismunciation of the names of people and places
  - Difficulty remembering names of people and places
  - A struggle to retrieve words
  - Lack of glibness, especially if put on the spot
  - Spoken vocabulary that is smaller than listening vocabulary and hesitation to say aloud words that might be mispronounced

Shaywitz, 2004

Young Adults/Adults

- **Problems in Reading**
  - Word reading becomes more accurate over time but continues to require great effort
  - Lack of fluency
  - Trouble reading and pronouncing uncommon, strange, or unique words
  - Unusually long hours spent reading school materials
  - Disinclination to read for pleasure
  - Spelling that remains disastrous and a preference for less complicated words in writing that are easier to spell

Shaywitz, 2004
Sea of Strengths
(Shaywitz, 2004)

Decoding

- Concept formation
- Reasoning
- Comprehension
- Critical Thinking
- General Knowledge
- Vocabulary
- Problem Solving

How Do We Identify Who Is At Risk for Dyslexia?
Plan for Universal Screening for Risk Factors of Dyslexia

Screening ≠ Identification
Criteria for Selecting Screening Instruments

• “The measures used to identify at-risk students must be strongly predictive of future reading ability and separate low and high performers.”

(Chard & Dickson, 1999)

Criteria for Selecting Screening Instruments

• Predictive Validity: a measure of how well the prediction of future performance matches actual performance along the entire range of performance from highest to lowest
• Classification Accuracy: a measure of how well the screener divides students into those considered at risk and those not to be at risk
• Norm-Referenced Scoring: scores have been developed on large samples of diverse subjects and allow us to know how common or rare a score is

Criteria for Selecting Screening Instruments

- The Department must identify screening tests that are cost effective

Universal Screening Plan

- **Systems for universal screening must:**
  - have **strong predictive validity**, classification accuracy, and norm-referenced scoring;
  - include measures of all three of the risk factors required in SB 1003 (*phonological awareness, L/S correspondence, rapid naming*) at least once per year; and
  - include progress monitoring measures connected to the universal screening measures.
Universal Screening Plan

• The Department will **provide a list** of approved screening measures.

• Districts **select** one of the approved universal screening measures **and administer** the subtests in each area at designated points in time during the year as per guidelines of the test developers.

• A district **may apply to select an alternative** universal screening measure that meets the criteria.

Universal Screening in Kindergarten

FALL

WINTER

SPRING
• Districts currently implementing universal reading screening will need to determine alignment of screeners with criteria as outlined by Department and assess need for staff training.

• Districts not implementing universal reading screening will need to select a screening system based on criteria outlined by Department and train staff.

Universal screening is now a requirement of Oregon districts by law, but is just the first step in preventing students in your building from experiencing reading difficulties . . .
What Are Components of Effective Instruction?

Think – Pair - Share

• In pairs or small groups, discuss what you think instruction for students with dyslexia should look like. What are some words that would describe the instruction?
Skilled Reading: How the Brain Works

Richards, Aylward, Raskind, et. al, 2006

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION
- BACKGROUND KNOWLEDGE
- VOCABULARY
- LANGUAGE STRUCTURES
- VERBAL REASONING
- LITERACY KNOWLEDGE

WORD RECOGNITION
- PHONETIC AWARENESS
- PHONEMIC AWARENESS
- SPEAKING CONSONANTS
- SIGHT RECOGNITION (v/familiar words)
Basic Literacy

✓ Phonological Awareness
✓ Decoding (*phonics*) + Encoding (*spelling*)
✓ Vocabulary (*academic + domain specific*)
✓ Fluency (*accuracy + automaticity + access meaning*)
✓ Comprehension (*literary & informational*)
✓ Stamina (*productive struggle*)
✓ Connect Reading to Writing

Fundamental of Literacy Instruction & Assessment Prek-6
Hougen & Smartt - 2012

IES - Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, 2014
Research-Based Methods of Reading Instruction for ELL
Linan-Thompson & Vaughn, 2007
Fundamentals of Literacy and Assessment Prek-6
Hougen & Smartt, 2012
Intermediate Literacy

- Vocabulary (academic & domain specific)
  - Morphology (smallest unit of meaning)
    - Latin roots
    - Greek combining form
  - Background knowledge
    - Linking concepts
- Comprehension of complex text
  - Syntax/Grammatical Structure
    - Link ideas across text
    - Summarize
- Continue to build a stamina
- Connect Reading to Writing

Does Discipline Literacy have a place in Elementary School? Reading Teacher, Shanahan & Shanahan - 2014

IES – National Institute for Literacy, 2007
McREL – Teaching Reading in the Content Areas, 3rd Edition
Fundamentals of Literacy Instruction and Assessment 6-12, Hougen, 2014
Features of Effective Reading Instruction

<table>
<thead>
<tr>
<th>Explicit</th>
<th>Explicit instruction with modeling</th>
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<tbody>
<tr>
<td>Systematic</td>
<td>Systematic instruction with scaffolding</td>
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<tr>
<td>Practice</td>
<td>Multiple opportunities for students to respond and practice</td>
</tr>
<tr>
<td>Assessment</td>
<td>Ongoing assessment (progress monitoring)</td>
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<tr>
<td>Feedback</td>
<td>Immediate corrective feedback</td>
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Dyslexic-Specific Intervention

- multisensory
- language-based
- structured
- intensive
- individualized
Multisensory Teaching

**VAKT**

- Visual
- Auditory
- Tactile
- Kinesthetic

A way to increase academic engagement

_Patricia Mathes, Ph.D., Overcoming Dyslexia: What Does it Take? Webinar presented by the International Dyslexia Association on August 31, 2016._

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**Principles That Guide How Critical Elements Are Taught**

- **Systematic and Cumulative**: Organization of material follows a logical order. Each step must be based on concepts previously taught.
- **Explicit Instruction**: Deliberate teaching of all concepts with continuous student-teacher interaction.
- **Diagnostic Teaching**: Individualizing instruction based on continuous assessment with a focus on mastering the content to automaticity.

_International Dyslexia Association_
Focus on Instruction

- Can teach us (less than 4)
- Can learn with any instruction (4-14)
- Need explicit, systematic instruction (14 - 250)

Tina Pelletier, 2010
Arizona State Literacy Committee meeting

Changing Emphasis of Big Ideas across K-12 literacy instruction

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd - 12th grade</th>
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<td><strong>Phonological Awareness</strong></td>
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<td>Blending, Segmenting, Deleting, Manipulating</td>
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<td><strong>Alphabetic Principle</strong></td>
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<td>Letter Sounds &amp; Combinations</td>
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<td>Morphemes &amp; Advanced word study</td>
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<td>Letter/Letter Combination Fluency</td>
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<td>Word Fluency</td>
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<td><strong>Vocabulary</strong></td>
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<td>Listening</td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td><strong>Comprehension/ Written Response</strong></td>
<td></td>
<td>Listening &amp; Speaking</td>
<td></td>
<td>Reading &amp; Writing</td>
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<td><strong>Oral Language</strong></td>
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<td>Listening and Speaking</td>
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A Shift in Thinking

The central question is not: “What about the student is causing the performance discrepancy?”

BUT

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

The shift alters everything else.

Ken Howell

How large of a shift would this be for your school, how could you assist in the shift?

Literacy Instruction!

It took the species 2000 years of insights to develop an alphabetic system. A child is given 2000 days to gain the same insights.

MARYANNE WOLF
PROUST AND THE SQUID, 2007
How Can Schools Support Parents?

What Parents Are Seeking:

• Awareness of Dyslexia
• Tools for Educators
• More Support for Families
What Resources are Available?

http://or.dyslexiaida.org/
IDA Fact Sheets: https://dyslexiaida.org/fact-sheets/

Fact Sheets

IDA fact sheets are convenient, professionally reviewed materials designed to improve understanding and support advocacy initiatives. Fact sheets are frequently used to enrich and supplement IEP meetings, school board discussions, and district policy initiatives. Click on topics of interest below to view and download fact sheets.

- ADHD and Dyslexia (Click here for Spanish)
- Adolescents and Adults with Dyslexia (Click here for Spanish)
- Applying for Accommodations on College Entrance Tests
- At Risk Students English Language Learners (Click here for Spanish)
- Common Core State Standards and Students with Disabilities
- Dyslexia and the Brain (Click here for Spanish)
- Dyslexia Assessment
- Dyslexia Basics (Click here for Spanish)
- Dyslexia-Stress Anxiety Connection (Click here for Spanish)
- Educational Premises
- Effective Reading Instruction for Students with Dyslexia (Click here for Spanish)
- Evaluating Professionals (Click here for Spanish)
- Gifted and Dyslexic (Click here for Spanish)
- Helpful Terminology
- Home Schooling
- Spelling (Click here for Spanish)
- Transitioning from High School to College
- Understanding Dysgraphia (Click here for Spanish)

https://dyslexiaida.org/ida-dyslexia-handbook/
https://dyslexiaida.org/knowledge-and-practices/

Knowledge and Practice Standards for Teachers of Reading

With Commentary for Classroom Educators

Knowledge and Practice Standards for Teachers of Reading

With Commentary for Dyslexia Specialists

https://www.understood.org

Dyslexia is a specific learning disability in reading. Kids with dyslexia have trouble reading accurately and fluently. They may also have trouble with reading comprehension, spelling and writing.

What Is Dyslexia?

Raising a child with dyslexia is a journey. As you move through it, you'll gain a lot of knowledge about your child's challenges with reading—and about the many ways you can help her succeed at school and in life.
Decoding Dyslexia Oregon
http://www.decodingdyslexiaor.org/

One in Five
As many as one in five students may have some degree of dyslexia.
Dyslexia is characterized by an unexpected difficulty in reading in children and adults who otherwise possess the intelligence. Continue Reading —

https://improvingliteracy.org/

National Center on Improving Literacy
http://www.readingrockets.org/

State Guides on Dyslexia
For Additional Information:

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Closing Activity

On a piece of paper, write down
Closing Activity

On a piece of paper, write down:

3 things from today’s session that were helpful to you

2 things that you would like to learn more about to better assist you in your role as administrator; and

1 thing that you would tell your colleague that excited you