



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?





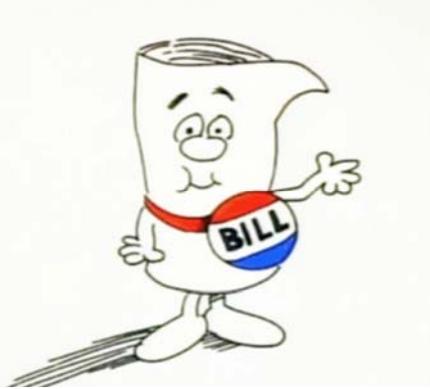
WHY
ARE
WE
HERE?



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New Dyslexia Legislation Passed in the
2017 Legislative Session!



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SB 1003



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.



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SB 1003



- Universal Screening in Kindergarten:
 - cost effective screeners
 - take into account:
 - phonological awareness
 - letter sound correspondence, and
 - rapid naming



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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



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“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)



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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.



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



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What is Dyslexia?

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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



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Dyslexia is.....

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

-Maryanne Wolf

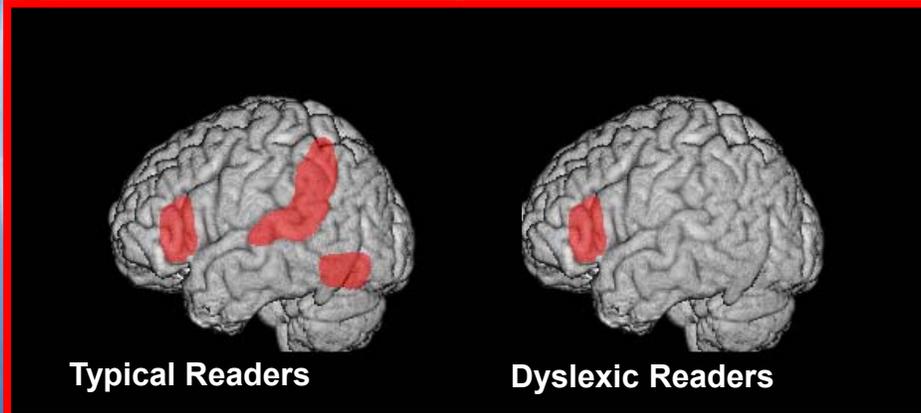
Proust and the Squid,
2007



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

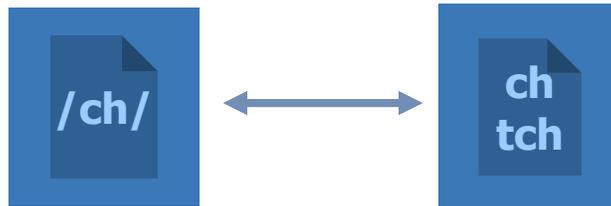


Eden et al., *Neuron*, 2004

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The Heart of the Problem

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

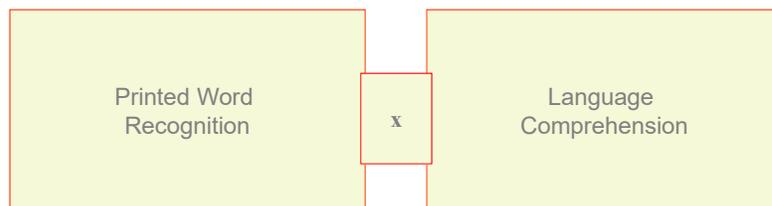


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Dyslexia

- 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).

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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



—National Institute of Child Health and Human Development (2003)



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Common Warning Signs Associated with Dyslexia



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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



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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



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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



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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



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Young Adults/Adults

• Problems in Speaking

- Persistence of earlier oral language difficulties
- Mispronunciation 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



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Young Adults/Adults

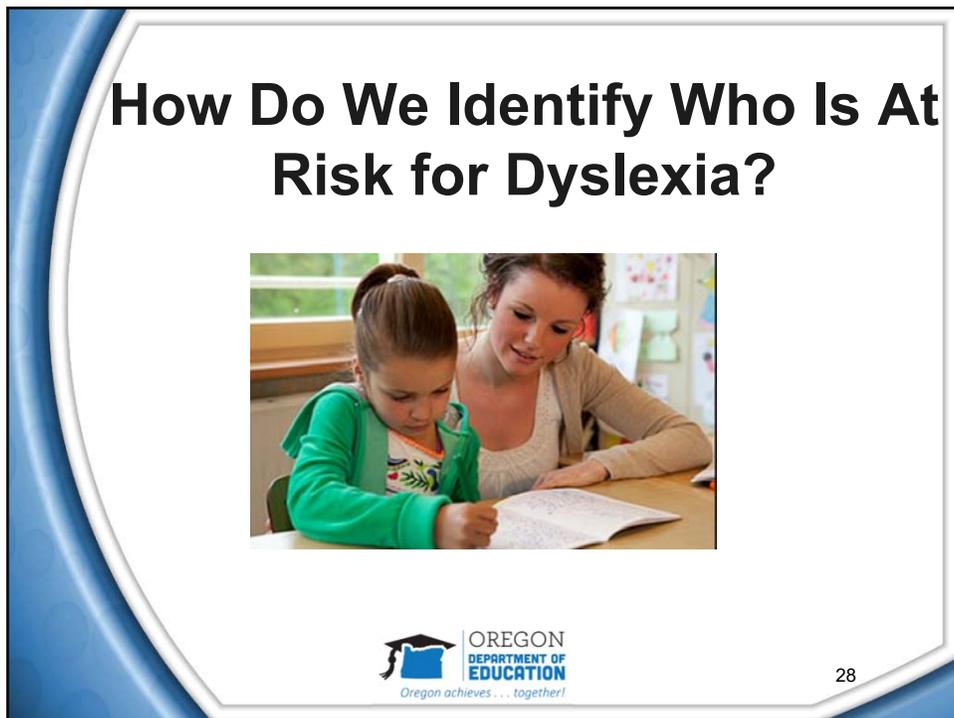
• Problems in Reading

- 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



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Plan for Universal Screening for Risk Factors of Dyslexia

Oregon Department of Education
SB 612: Plan for Universal Screening for Risk Factors of Dyslexia

Oregon Dyslexia Advisory Council

- Allyssa Anderson, PhD, Ed Coordinator, Portland SD
- Justin Brinkman, PhD, Commissioner
- Joseph Caputo, President, Board of Directors, Dyslexia Division
- James Gable, Director of Programs, Oregon Visual Center
- Christine Edwards, School Psychologist, Harney County
- Lee Rowland, Director, Regional Programs for Practice, Oregon Department of Education
- Anna Lee Robinson, Parent, Prineas SD
- Chad Robinson, President, Dyslexia Association of Oregon
- Stephanie Robinson, SD
- Alanna Stevens, Lead J Teacher, Tule SD
- Jeffrey Pugh, Dyslexia Specialist, Prineas SD
- Jim Tracy Adams, SPED Specialist, Clatsop County SD
- Becky Fink, Assistant Professor, Eastern Oregon University
- Carl Hill, Education Associate (Officer, Chief), Clatsop County
- Bill Boren, Associate Professor, SPED Program Director, University of Oregon
- Kate Higgins, Parent and Local School Council/SDO Chair
- Edward Anderson, Reading Specialist, King School, Portland Public Schools
- Christine Robinson, Reading Interventionist, Clatsop Public Schools
- Paula Adams, Head of School, Park Arabiam, Lake Oswego
- Jennifer Larson, Clinical Associate Professor, Department of Speech and Hearing Science, PSU
- Colleen McElwain, Coach / Teacher, Spirit District School District
- Becky Hargreaves, Assistant Superintendent, North Clatsop
- David Johnson, M. Ed, Director, Oregon Department of Education and Literacy
- Steph Korman, Intervention and Support Specialist, Clatsop School District
- Allyssa Anderson, Prineas, Assistant Professor, Teacher Education, Lewis and Clark College
- Lee Robinson, Education Specialist, Oregon School Board Association
- Anna Rowland, Parent, Prineas
- Allyssa Anderson, Director of Teacher Training, Oregon State
- Steph Korman, Parent with Dyslexia, Prineas
- Becky Fink, Director of SPED and Student Services, Harney County
- Lyndee Worley, Coordinator, Language Skills, Harney County
- Jack Robinson, Head of School, Clatsop County, Oregon
- Department of Education
- George Wainwright, Executive Director, Oregon School Services, SP Assistant CEO
- Luella Rieck, Director, The Research Center for Dyslexia Research

Foreword

SB 612, enacted in July of 2015, directed the Department of Education to hire a Dyslexia Specialist to provide school districts with support and resources that are necessary to assist students with dyslexia and their families. As outlined in SB 612, the Dyslexia Specialist is required to work collaboratively with a group of experts on dyslexia to develop a plan to ensure that every kindergarten and 1st grade student enrolled in a public school in the state receives a screening for the risk factors of dyslexia and to provide guidance to school districts regarding notifying parents of students who are identified as being at risk for dyslexia based on the screening. An advisory council was formed in March of 2015 and has been meeting regularly to draft a plan.

Background Information

Dyslexia is a specific learning disability that is characterized by difficulties with reading, spelling and writing. It is a language-based disability that is often unrecognized in relation to other cognitive abilities and the provision of effective classroom instruction. As a result of reading difficulties, students with dyslexia may have reduced reading experience and problems in reading comprehension that can negatively affect the growth of vocabulary and background knowledge. Dyslexia is neurobiological in origin and often runs in families, with estimates of heritability that range between .3 and .7. (International Dyslexia Association, 2002; Norton & Wolf, 2002).

Dyslexia is the most common cause of reading, writing, and spelling difficulties. It is estimated that approximately 15-20% of the population has a language-based disability. In its most severe form, a student with dyslexia may qualify for special education requiring specially designed instruction and receive accommodations as appropriate. The term dyslexia is included within the definition of Specific Learning Disability in the Individuals with Disabilities Education Act (P.L. 104-139, Part 109 and 301) and in Oregon Administrative Rules (81-415-2008, 4.). Of students with specific learning disabilities receiving special education services, 76.8% have difficulties in reading. However, there are many students with dyslexia who are not identified and who do not receive services.



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)



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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

From: Dykstra (2013). A Literate Nation White Paper. Selecting Screening Instruments: Focus on Predictive Validity, Classification Accuracy, and Norm-Referenced Scoring.



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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.



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Universal Screening in Kindergarten



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- 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.



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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 . . .



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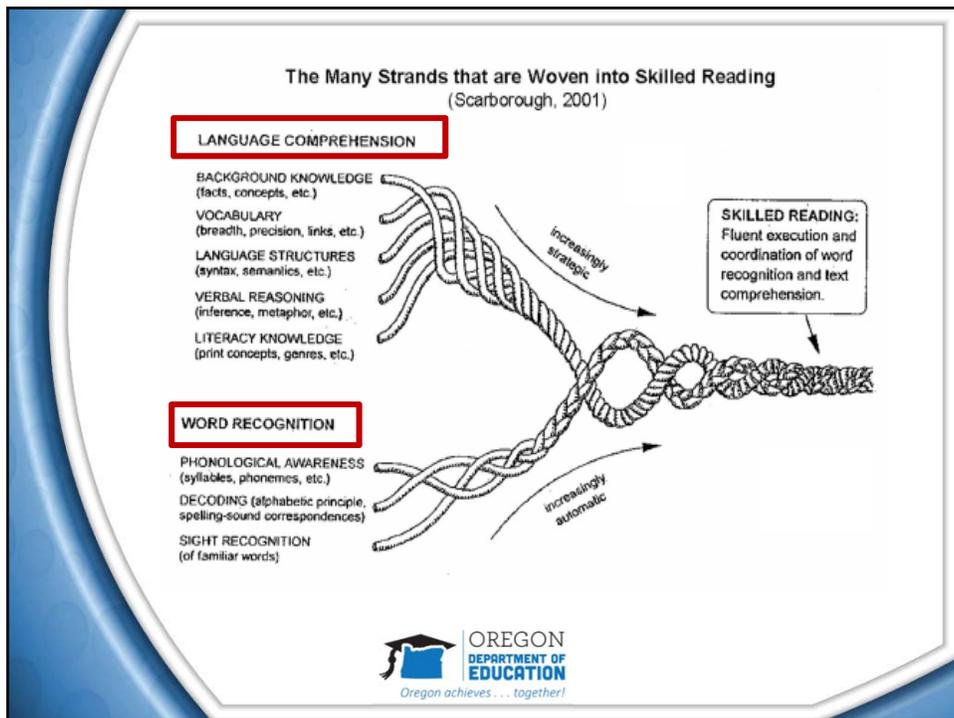
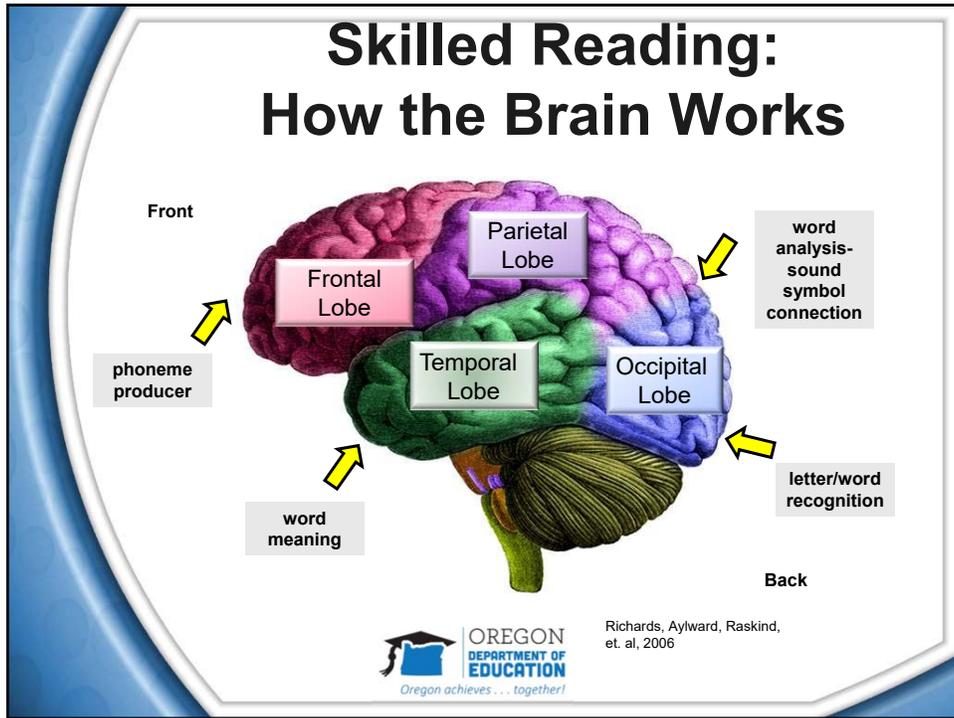
What Are Components of Effective Instruction?



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?

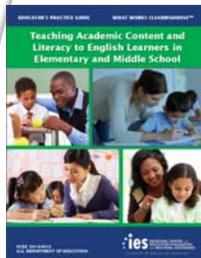




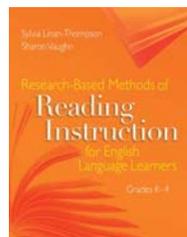
Basic Literacy

- ✓ 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

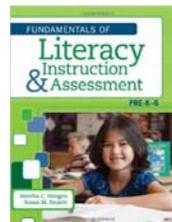
Fundamental of Literacy Instruction &
Assessment Prek-6
Hougen & Smartt - 2012



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



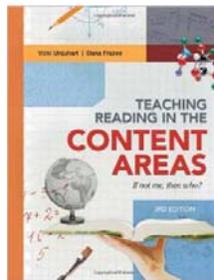
Intermediate Literacy

- ✓ 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

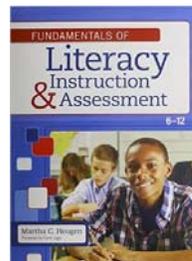
Does Discipline Literacy have a place in Elementary School?
Reading Teacher, Shanahan & Shanahan - 2014



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

Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback



Vaughn Gross Center for Reading and Language Arts, 2007

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Dyslexic-Specific Intervention

- multisensory
- language-based
- structured
- intensive
- individualized



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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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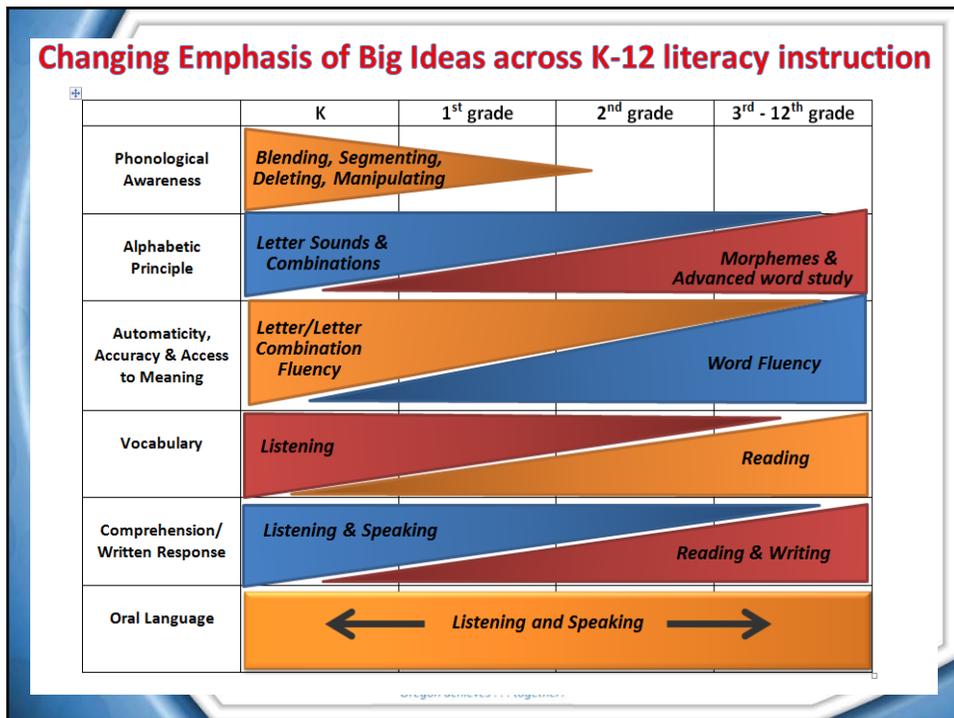
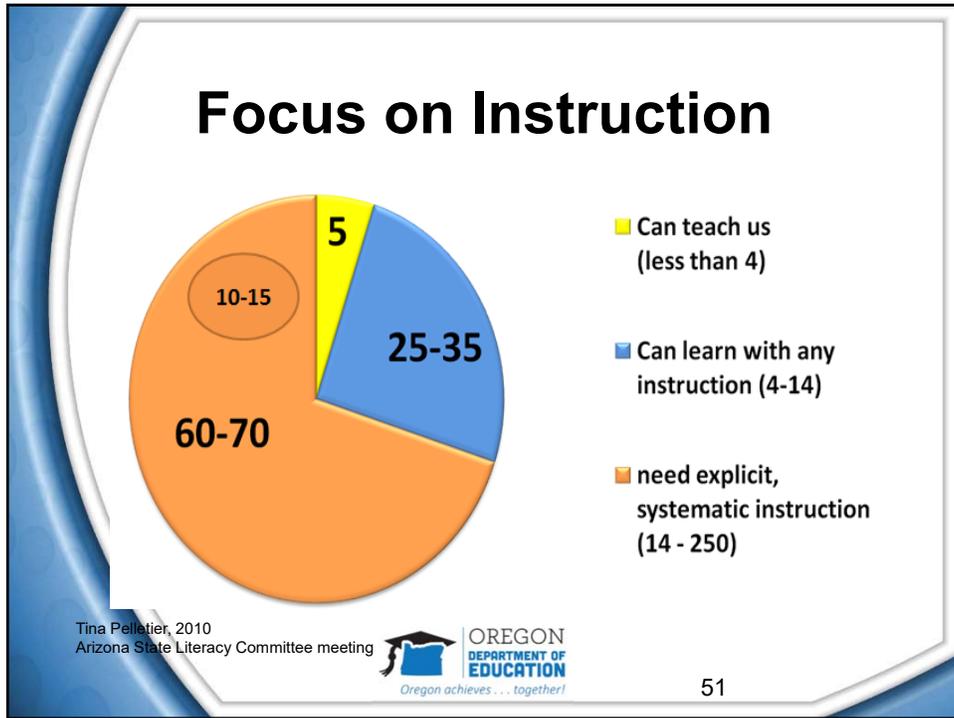
Principles That Guide How Critical Elements Are Taught

- **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



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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?

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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?



Dyslexia Awareness PSA Full Length

Decoding Dyslexia UT

8 months ago • 1,583 views

Decoding Dyslexia Utah is a parent's group that wants better awareness of Dyslexia in schools.

What Parents Are Seeking:

- Awareness of Dyslexia
- Tools for Educators
- More Support for Families

What Resources are Available?



<http://or.dyslexiaida.org/>



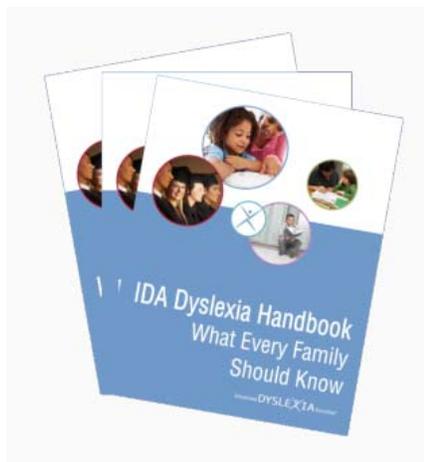
IDA Fact Sheets: <https://dyslexiaida.org/fact-sheets/>

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.

- AD/HD 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 Promises
- 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/>



International
DYSLEXIA
Association™

Knowledge and Practice Standards for Teachers of Reading

With Commentary for Classroom Educators

International
DYSLEXIA
Association™

Knowledge and Practice Standards for Teachers of Reading

With Commentary for Dyslexia Specialists



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<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.



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Decoding Dyslexia Oregon

<http://www.decodingdyslexiaor.org/>



DECODING DYSLEXIA OREGON
Educate. Advocate. Legislate.



DONATE!

ABOUT CHAPTERS DYSLEXIA RESOURCES EVENTS CONTACT LEGISLATION



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 -->](#)



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<https://improvingliteracy.org/>



National Center on Improving Literacy



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<http://www.readingrockets.org/>



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State Guides on Dyslexia



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For Additional Information:

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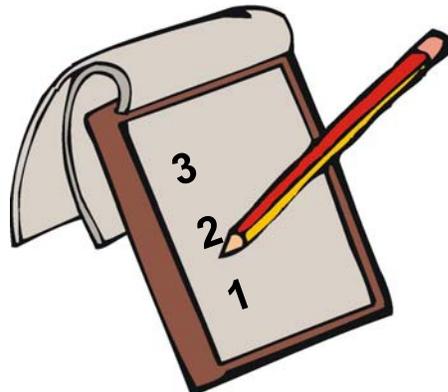
mwennersten2@gmail.com



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Closing Activity

On a piece of paper, write down



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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

