



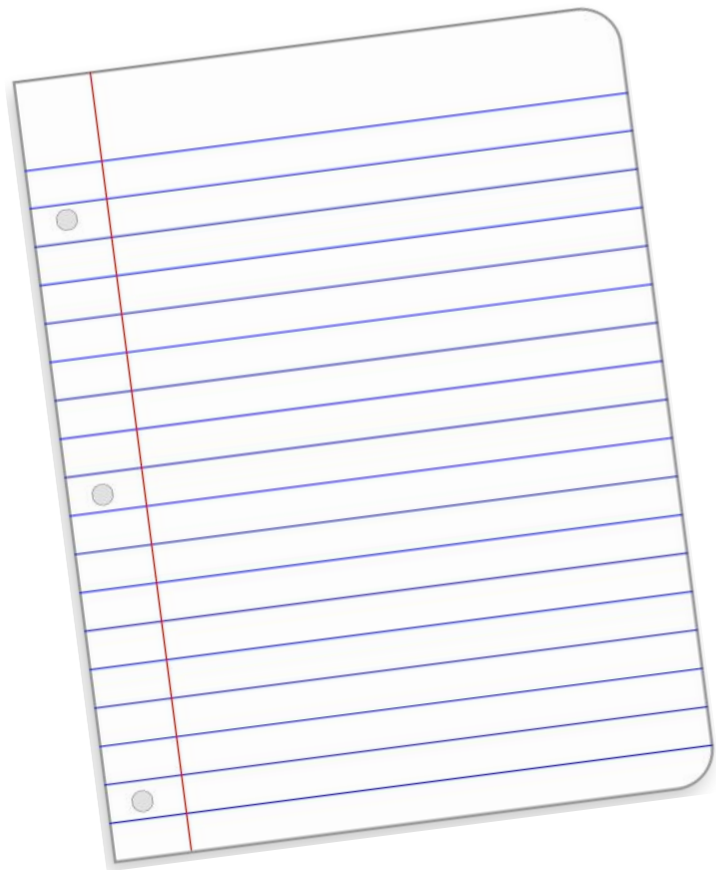
# SELPA II CAC

## CUSD ~ SSD ~ FUHSD

October 25, 2022

**Supporting Your Student with Dyslexia**

You will need...



# Presenter



Kristen Koeller

- ★ Reading Intervention Teacher in Cupertino Union School District
- ★ 22<sup>nd</sup> year - Kindergarten, Second Grade, K-8 Reading Intervention
- ★ Reading Intervention, Dyslexia Specialist, Literacy Coach, MTSS/RTI
  - Over 150 hours in training
    - Orton-Gillingham, Structured Literacy, Certified by International Dyslexia Assn
    - Instructional programs and screening assessments for reading and dyslexia
- ★ Volunteer for Decoding Dyslexia & The Reading League
  - 3 years - DDCA Educator Outreach Manager
  - **New** - DDCA San Jose Parent Support Group
  - 2 years - Vice President & Events, The Reading League - **Florida Chapter**



# California & Florida & Dyslexia

Becoming a reading intervention teacher helped me discover that I am dyslexic.

My Dad and my Aunt are also dyslexic.

My Dad's journey through school was challenging but he was always expected to go to college.

During the pandemic I moved with my Dad to **Florida** to be close to my Aunt.

My Aunt's journey through school was heartbreaking. Not only was she not expected to go far in school, she was shamed and ridiculed for being "dumb".

She came to understand her dyslexia during our time together in Florida. She is successful in life the way many dyslexics are!



**For the first time IN HER LIFE she felt a sense of relief and empowerment.**

# Welcome!

- Build familiarity with characteristics of dyslexia at different ages/grades
- Increase understanding in the ways parents can support reading, spelling, and writing at home
- Build awareness of tech tools that can support schoolwork, enhance vocabulary, and level the playing field
- Provide tips for discussing dyslexia with classroom teachers
- Provide resources to learn more about dyslexia through books, webinars, websites, podcasts

10 mins Intro to Dyslexia

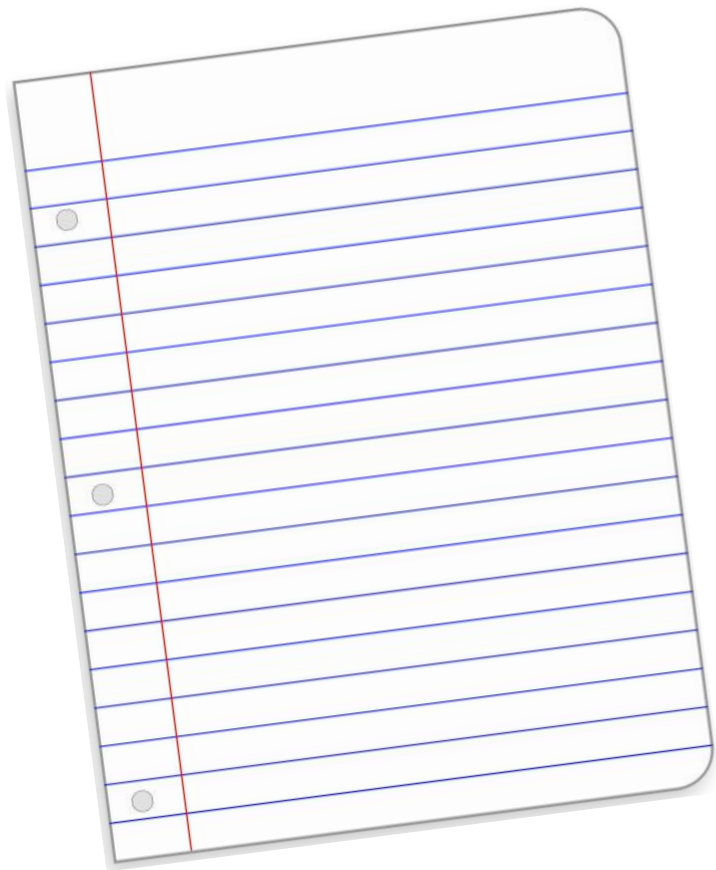
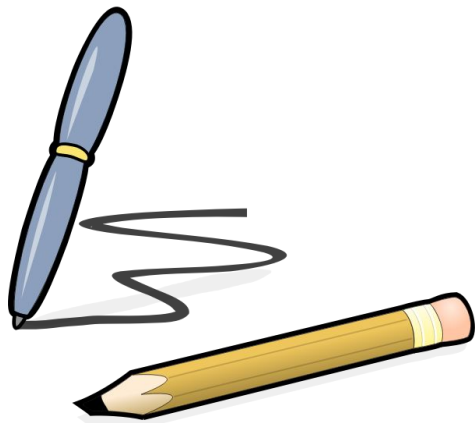
25 mins How to Help at Home

35 mins Dyslexia Simulation Activity

20 mins Q & A

# Introduction to Dyslexia

You will need...



# Self Test ~ 6 questions about dyslexia

1. How many students in your child's school are dyslexic?
  - a. 1 in 5
  - b. 2 in 200
2. Dyslexia runs in families.
  - a. True
  - b. False
3. Are more boys dyslexic than girls?
  - a. Yes
  - b. No
4. Which statement is true?
  - a. Many dyslexics end up in prison.
  - b. Many dyslexics are successful in life.
5. Can dyslexia be cured?
  - a. Yes
  - b. No
6. Do people with dyslexia see words / letters backwards?
  - a. Yes
  - b. No



# What is dyslexia?

Dyslexia is a specific learning disability that is neurological in origin.

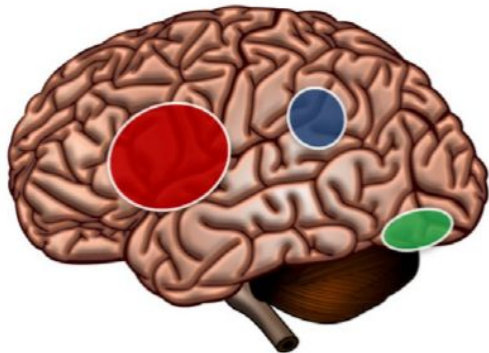
It is characterized by difficulties with accurate and/or fluent word recognition, and by poor spelling and decoding abilities.

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.

# The dyslexic brain is wired differently

## BRAIN PATTERNS THAT DYSLEXIC STUDENTS MAY SHOW



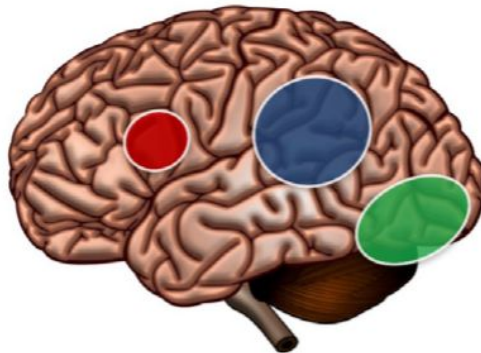
● **LEFT FRONTAL REGION:** Important for compensation

● **LEFT TEMPORO-PARIETAL REGION:** Important for phonological processing and grapheme-phoneme association

● **LEFT OCCIPITO-TEMPORAL REGION:** Important for orthographic processing

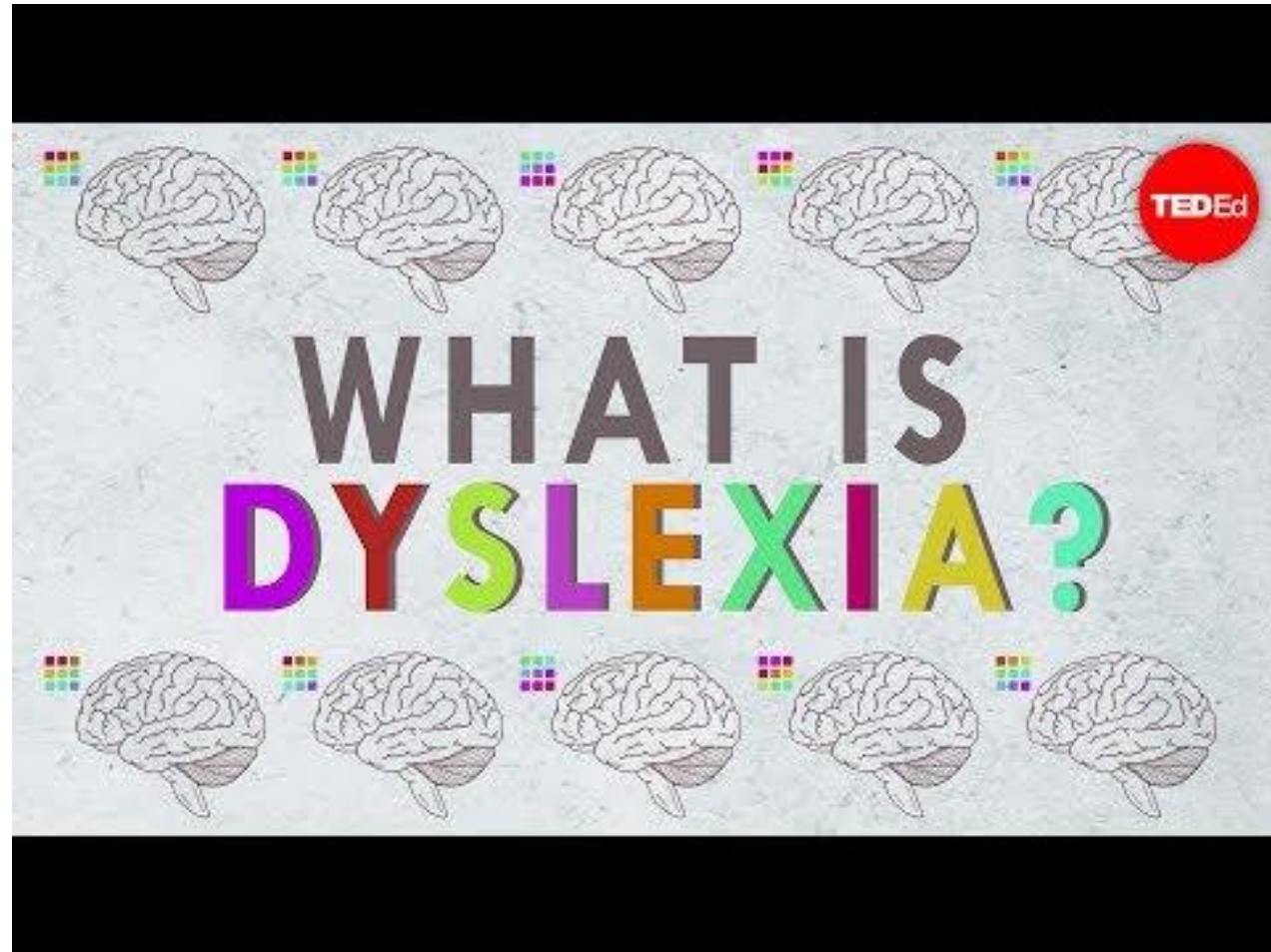
**Figure 2.1.** Key brain structures that are often impacted in dyslexia. Developed by and used with permission from Fumiko Hoeft.

## BRAIN PATTERNS THAT NON-DYSLEXIC STUDENTS MAY SHOW



- We naturally learn to speak.
- Reading must be explicitly taught.
- We can see signs of dyslexia even before a child learns to read. (4.5 -5.5 years)
- Dyslexia runs in families
- There is no correlation between dyslexia & intelligence
- Students with dyslexia need more time, practice, and repetition.
- And they need evidence-based instruction to master reading, spelling, & writing.

What is dyslexia?



# Self Test ~ 6 questions about dyslexia

1. How many students in your child's school are dyslexic?
  - a. 1 in 5
  - b. 2 in 200

Recent research suggests that 1 in 5 people have a neurologically-based difficulty learning to read.

Because dyslexia occurs on a continuum from mild to severe, it can be hard to pinpoint an exact number.

All classroom teachers work with students with characteristics of dyslexia.

# Self Test ~ 6 questions about dyslexia

2. Dyslexia runs in families.

- a. True
- b. False

Yes. Dyslexia is genetic in origin.

If one parent is dyslexia there is a 40% likelihood that a child will have dyslexia.

The connection can occur through a parent or first-degree relative.

Characteristics can vary between family members. For example one may be a poor reader and another may be a poor speller.

# Self Test ~ 6 questions about dyslexia

3. Are more boys dyslexic than girls?

- a. Yes
- b. No

Yes.

Recent studies debunk a popular idea that the numbers are equal.

Dyslexia and ADHD co-occur about 40% of the time.

Dyslexia can also co-occur with other neurological conditions like dysgraphia, which is a difficulty with written expression.

# Self Test ~ 6 questions about dyslexia

4. Which statement is true?

- a. Many dyslexics end up in prison.
- b. Many dyslexics are successful in life.

Both.

A study in 2000 showed that 48% of prison inmates in Texas are dyslexic and 80% of Texas inmates are functionally illiterate.

There is a real connection between illiteracy and incarceration, especially in disadvantaged, black, and hispanic communities.

Many highly successful people are dyslexic, including Steve Jobs, Richard Branson, Stephen Hawking, Muhammad Ali, Whoopie Goldberg, Octavia Spencer, Magic Johnson, and more.

# Self Test ~ 6 questions about dyslexia

5. Can dyslexia be cured?

- a. Yes
- b. No

Dyslexia cannot be cured.

Early identification and intervention is a critical part of improving reading outcomes for students.

Appropriate classroom instruction and intervention in Pre-K to 3<sup>rd</sup> grade can reduce reading delays in students with dyslexia.

It takes 4 times longer to provide reading intervention in 4th grade than in Kindergarten.

Improving the reading pathways in the brain begins in Pre-K through 2nd grades, and continues throughout school and life.

Accommodations and tech tools can also improve access and outcomes for students with dyslexia.



# Self Test ~ 6 questions about dyslexia

6. Do people with dyslexia see words / letters backwards?
- a. Yes
  - b. No

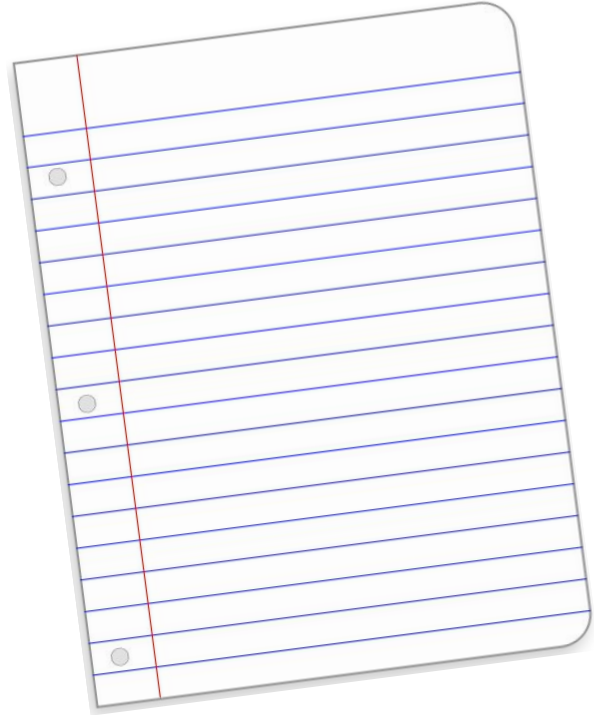
No.

Studies show that hallmark signs of dyslexia are due to difficulty with sounds in words and rapid naming tasks.

Other characteristics include directionality which can lead to reversals with writing. Does the dyslexic in your life often confuse left and right?

Reversing letters should not be a chronic problem beyond early 2<sup>nd</sup> grade.

Write 2 things you have learned so far.  
Write 2 questions you have so far.



# Learn More About Dyslexia

California Dyslexia Initiative ~ Expert Webinar Series - [PADLET](#)

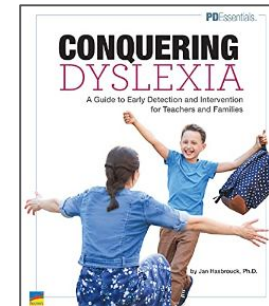
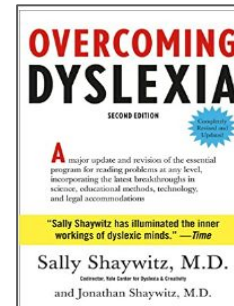
California Dyslexia Guidelines ~ CA Department of Education - [PDF](#)

International Dyslexia Association ~ Handbook for Families - [PDF](#) & [YouTube](#)

National Center on Improving Literacy ~ [WEBSITE](#)

Overcoming Dyslexia, by Sally Shaywitz

Conquering Dyslexia, by Jan Hasbrouck



# Characteristics of Dyslexia

# California Dyslexia Guidelines - Since August 2017

1. 21st Century Definition of Dyslexia	8. Pre-Service & In-Service Preparation
2. The Neuroscience of Dyslexia	9. Screening and Assessment of Dyslexia
3. Dyslexia as a Language-Learning Disability	10. Special Education and 504 Plans
4. Characteristics by Age Group - Strengths & Weaknesses	11. Effective Approaches for Teaching Students w/Dyslexia
5. Socioemotional Factors of Dyslexia	12. Assistive Technology
6. When the Concern May Not Be Dyslexia	13. Information for Parents and Guardians
7. Dyslexia in English Learners	14. Frequently Asked Questions

# Characteristics of Dyslexia ~ General

1. Inability to sound out new words
  - a. Decoding is difficult
  
2. Limited sight word vocabulary
  - a. Doesn't know words automatically or sounds out the same word over and over
  
3. Listening comprehension exceeds reading comprehension
  - a. Can recall details when listening to a story better than when reading a story
  
4. Inadequate response to effective instruction and intervention
  - a. Is behind in reading, spelling, and writing despite effective literacy instruction & intervention

# Characteristics of Dyslexia ~ Preschool

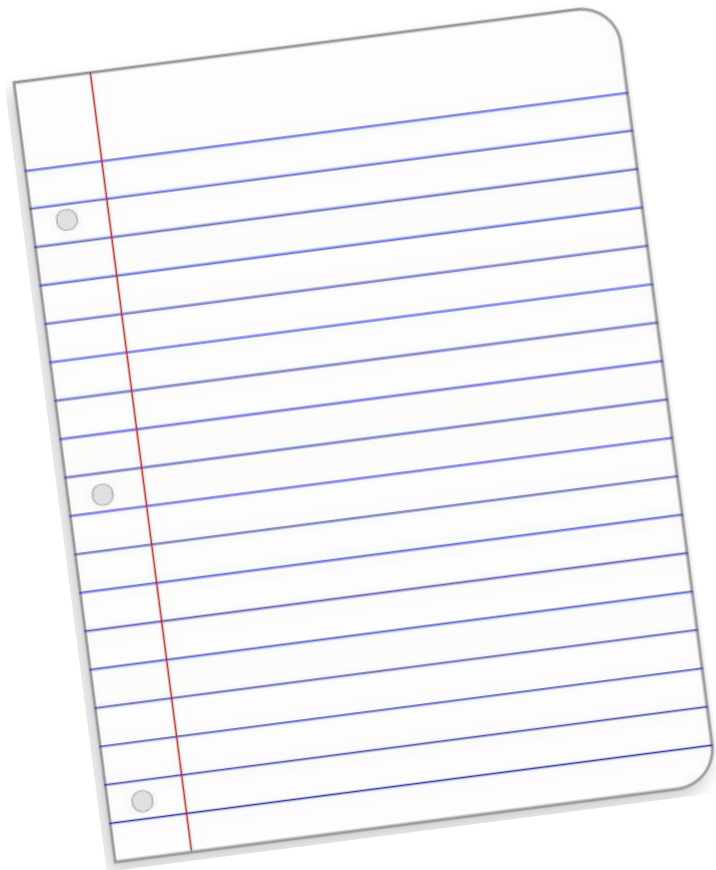
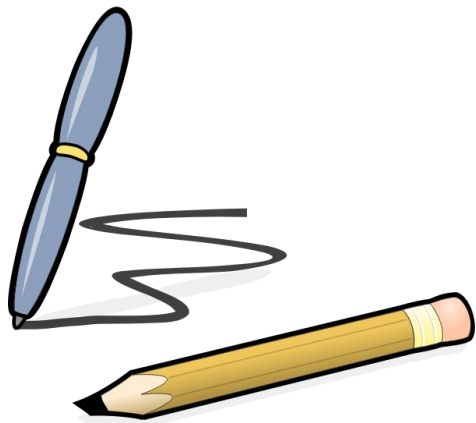
- ❑ A delay in talking or speech that is difficult to understand or that sounds like “baby talk”
- ❑ Difficulty reciting the alphabet and days of the week sequentially
- ❑ Difficulty naming things quickly or automatically
- ❑ Difficulty pronouncing familiar words - “aminal for animal” or “grill for girl”
- ❑ A struggle to produce intelligible speech for an unfamiliar listener
- ❑ Difficulty learning numbers, days of the week, colors, and shapes

# Characteristics of Dyslexia ~ Kindergarten - 1st Grade

- ❑ Inability to create simple rhyming patterns, for example word strings like “hot, not, bot, rot, pot”
- ❑ Inability to separate a compound word into its two words (e.g., “rainbow” is formed with “rain” and “bow”)
- ❑ Inability to remember the names of the letters of the alphabet or consistent confusion over the letters of the alphabet
- ❑ A tendency to read words with no connection to the letters on the page
- ❑ Inability to separate words into their individual sounds by the end of first grade (e.g., “dog” as 3 sounds: /d/, /o/, and /g/)
- ❑ Inability to manipulate single sounds in words, such as, to replace the “n” sound in “can” with a “p” sound.



You will need...



# Activity - Paper & Pencil

Say "top"

Say the sounds in "top"

Write "top"

top

Say "top"

Add /s/ in front of "top"

Say the sounds in "stop"

Write "stop"

stop

**Phonemes** = units of sound in language

**Graphemes** = the letters that represent those sounds

Say "stop"

Say "stop" without /t/

Say the sounds in "sop"

Write "sop"

sop

Say "stop"

Change /t/ to /l/

Say the sounds in "slop"

Write "slop"

slop

Segmenting, blending, adding, deleting, changing sounds in words  
is a critical skill for reading, spelling, and writing.

It is most commonly **the** deficit skill for students with dyslexia.

Did you know...  
**Dyslexia can be  
identified with  
92% accuracy at  
age 5.5**

(National Institute of Health)

 THE *Dyslexia* CLASSROOM

# Characteristics of Dyslexia - 2nd - 5th Grades

- Omission of grammatical endings in reading and writing (-s, -ed, -ing)
- Avoid reading aloud or frustration with reading tasks
- Use of wild guesses of words, especially words that are based on the initial letter sound and have little relationship to the rest of the word
- Difficulty with word problems in mathematics
- Strong oral language and listening comprehension skills
- An avoidance of saying words that might be mispronounced (stuff and thingy)

# Characteristics of Dyslexia - Middle - High School

- A self-image of being dumb, or a concern that peers think he is dumb despite the fact that he has good grades
- Difficulty with multiple-choice tests
- Frequent sacrificing of social life for studying
- Extreme fatigue when reading
- Comprehension difficulties because the student's reading speed is labored and the student does not recall information or is focused only on decoding words as opposed to the meaning of the text
- Difficulty learning a foreign language
- Difficulty with organizing projects and time management

# Characteristics of Dyslexia - Middle - High School

In upper grades many students with dyslexia develop compensating strategies that allow them to “look” like a reader.

Essentials of Assessing, Preventing, and Overcoming  
Reading Difficulties by David A. Kilpatrick

Compensators are  
children who develop  
ineffective reading  
habits to try to “get  
by” and then plateau  
later on.

@KeepReadingAndLearning

# Dyslexia | How To Help At Home

# How to Help At Home

Accentuate the POSITIVE!

SuperDville is a series by and for kids with dyslexia.

[D! SuperDville](#)





# How to Help At Home

[Support your child emotionally](#) - IDA Ontario

1. Learn ways to manage stress.
2. Listen to your child's feelings. Allow them to express their feelings.
3. Reward effort, not just "the product".
4. Don't use words like "lazy" or "try harder". Students with dyslexia are working harder than their peers to accomplish the same work.
5. Help set realistic goals for academics and balance school work with fun activities that promote feelings of success.
6. Continue to read aloud TO and with your child

# How to Help At Home

Nessy on YouTube

[Nessy's Dyslexia Explained - YouTube](#)

Videos for Kids & Parents

Software to help with phonics,  
spelling, and typing



# How to Help At Home

- ❑ Educate yourself about dyslexia and reading.
  - ❑ Sally Shaywitz - [Dyslexia Advice for Parents](#) (video)
  - ❑ Yale Dyslexia Center - [dyslexia.yale.edu/resources/parents/](https://dyslexia.yale.edu/resources/parents/)
- ❑ Network with other parents & find support.
  - ❑ DDCA - [decodingdyslexiaca.org](https://decodingdyslexiaca.org)
  - ❑ Parents Helping Parents - [www.php.com](https://www.php.com)
  - ❑ Understood.org - [dyslexia-strategies-you-can-try-at-home](https://www.understood.org/en/learning-attention-issues/developmental-disabilities/dyslexia/dyslexia-strategies-you-can-try-at-home)
  - ❑ Lexercise - [How to Help a Child with Dyslexia at Home](#)
- ❑ Talk with your child's teacher about limits on homework and multiple ways to show what they know.

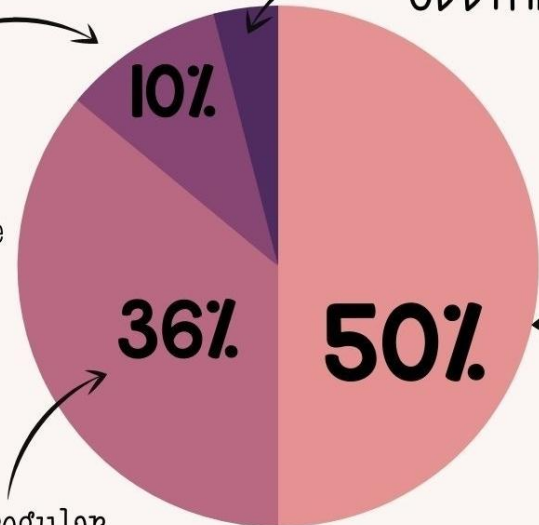


# WORDS IN THE ENGLISH LANGUAGE

4%  
TRUE  
ODDITIES



Regular when language of origin and morphology are considered



Decodable by rule

One irregular spelling

## Thinking About High Frequency Words

**Regular** =  
and  
that

**Off by one** =  
from  
said  
what

**Origin & meaning** =  
Old English *twa* "two"  
Two  
Twin  
Twice  
Twenty  
Twelve  
Twist

English is **morphophonemic**.

Proficient readers **don't** memorize "sight words".



(Based on Hanna, Hanna, Hodges, & Rudorf, 1966)

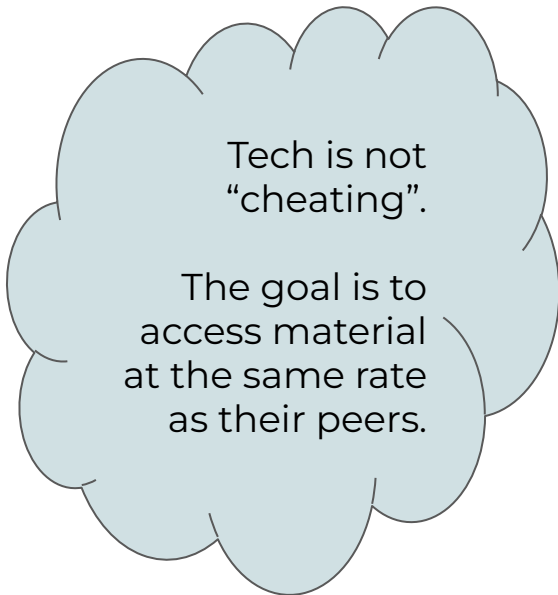
# How to Help At Home

- ❖ Be patient.
- ❖ Set the stage for success by making sure your child is not tired, hungry, etc... before beginning reading-related work.
- ❖ Tell your child the word. If a word is irregular or difficult to read, just tell them the word.
- ❖ Praise, praise, praise. And be specific:
  - You worked so hard on that.
  - I notice you didn't give up when it got difficult
- ❖ Learn a variety of prompts when your child is stuck on a word:
  - Find the vowel. What sound does it make?
  - Look for patterns. Is there a blend, digraph, or chunk you know?
  - Look for a prefix or suffix and break it off. What word is left?
- ❖ Don't guess at unknown words. Don't use pictures to figure out unknown words. Keep your eyes on the print and decode.

# How to Help At Home | Tech Tools

## Use Technology To Level The Playing Field

- Speech to Text (voice typing)
  - ◆ Google Docs → demo
  - ◆ Dragon Dictation
  - ◆ VoiceNote
- Text to Speech
  - ◆ Read&Write for Google (Chrome Extension)
  - ◆ Snap&Read
  - ◆ SpeakIt
  - ◆ Read Mode
- Audio Books (ear reading)
  - ◆ Learning Ally
  - ◆ Bookshare
  - ◆ WhisperSync w/ Audible
  - ◆ Libby / Overdrive from the library



Tech is not  
“cheating”.

The goal is to  
access material  
at the same rate  
as their peers.

# What your dyslexic students want you to know:

I am NOT lazy!

I'm exhausted after just a few hours of school!

Dyslexia affects my entire life-

NOT just school!

[www.decodingdyslexiawi.org](http://www.decodingdyslexiawi.org)



Dyslexia is...

**NOT** the result of growing up without books in the home

**NOT** a result of not being read to at home

# Dyslexia Simulation





# Decoding Dyslexia CA

Decoding Dyslexia CA is a grassroots movement driven by California families, educators, and professionals concerned with the limited access to educational interventions for dyslexia and other language-based learning disabilities within our public schools.



Please do not...

*Share the materials you engage with today outside of this simulation.*

*The materials are to be used for the purposes of this dyslexia simulation exercise only.*

*Simulation adapted with permission from [Dyslexia Training Institute](#).*

# Simulation #1

## Round Robin Reading



# Round Robin Reading

1. I need 2 volunteers to read aloud
  - a. Person #1
  - b. Person #3
  - c. The link is in the chat. For your eyes only!
2. I need 2 more volunteers to read aloud
  - a. Person #2
  - b. Person #4
  - c. The link is in the chat. For your eyes only!

*(stop sharing)*

During the simulation, I will play the role of the “teacher” and may say things to “help” you with your reading.

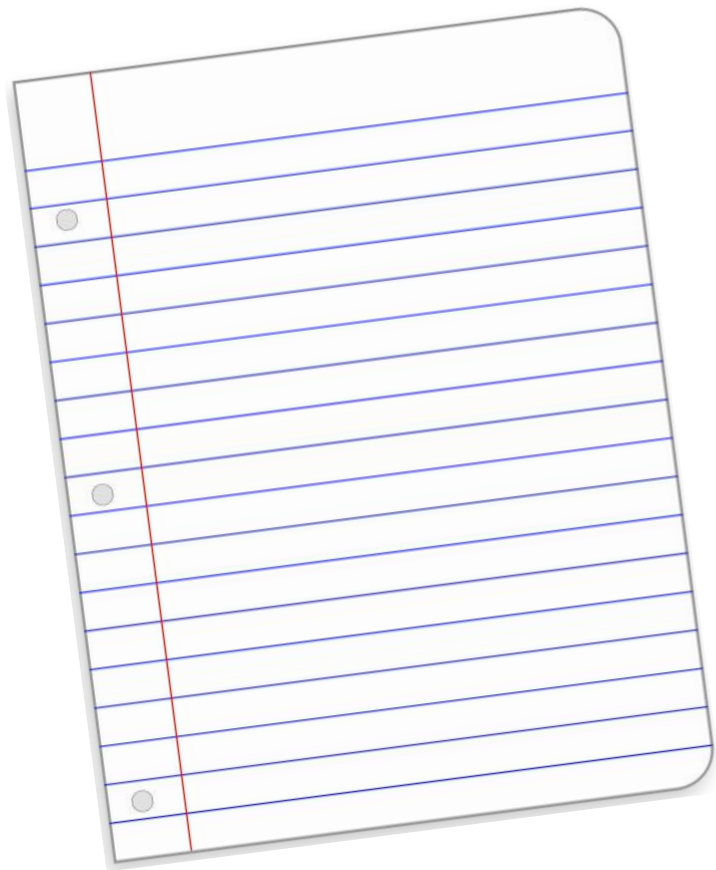
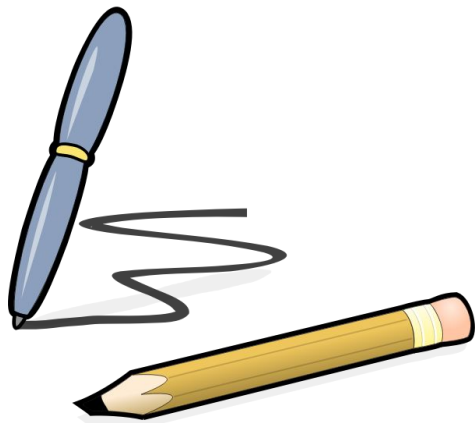
# Discussion

- How did that feel?
- If you struggled, were you able to learn from the article?
- Have you witnessed off-task behaviors when students are asked to read aloud?

# Simulation #2

Free Write  
Spelling & Word Choice

You will need...



## Part 1

Write a paragraph about what you did this morning.





## Part 2

You **cannot** use these words in your paragraph:

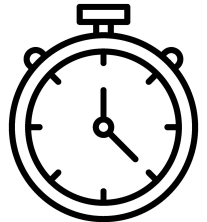
<i>a</i>	<i>be</i>	<i>for</i>	<i>have</i>	<i>in</i>
<i>of</i>	<i>that</i>	<i>the</i>	<i>to</i>	<i>and</i>

Also, substitute

**T = B**  
**A = O**

## Part 3

*You have 3 minutes!*



# Discussion

- How did having to think about your spelling and word choice affect your writing?
- Would anyone like to share a sentence with the group?
- How did you feel inside while doing this exercise?

# October is Dyslexia Awareness Month



Dyslexia is the most common reading difficulty.

Dyslexia represents 85% of students identified with Specific Learning Disorder (SLD) for reading in Special Education settings.

# October is Dyslexia Awareness Month



## Social Media:

- ❑ [Decoding Dyslexia California](#) (FB)
- ❑ [Parents Helping Parents](#) (FB)
- ❑ [Dyslexia Support](#) (FB)

## Books:

- ❑ Overcoming Dyslexia, by Sally Shaywitz
- ❑ At Home with Dyslexia: A Parent's Guide to Supporting Your Child, by Sascha Roos
- ❑ Raising a Child with Dyslexia: What Every Parent Needs to Know, by Don M. Winn

# October is Dyslexia Awareness Month



## Movies & Videos:

- ❑ The Right To Read film (2023) - <https://www.therighttoreadfilm.org/>
- ❑ The Truth About Reading (2023) - [https://youtu.be/\\_Mgv0cw9tCg](https://youtu.be/_Mgv0cw9tCg)
- ❑ 9 films that feature dyslexia - [www.understood.org/en/articles/9-films-that-feature-dyslexia](http://www.understood.org/en/articles/9-films-that-feature-dyslexia)
- ❑ University of Georgia Dyslexia Series - <https://youtu.be/MUhvXt0Bqbc>

## Podcasts:

- ❑ [Melissa & Lori Love Literacy](#)
- ❑ [Black & Dyslexic](#) - Winifred Winston & LeDerick Horne
- ❑ [Hard to Read](#) - Emily Hanford
- ❑ [Parenting Dyslexia](#) - John Hicks
- ❑ [Dyslexia Mom Life](#) - Nicole Holcomb

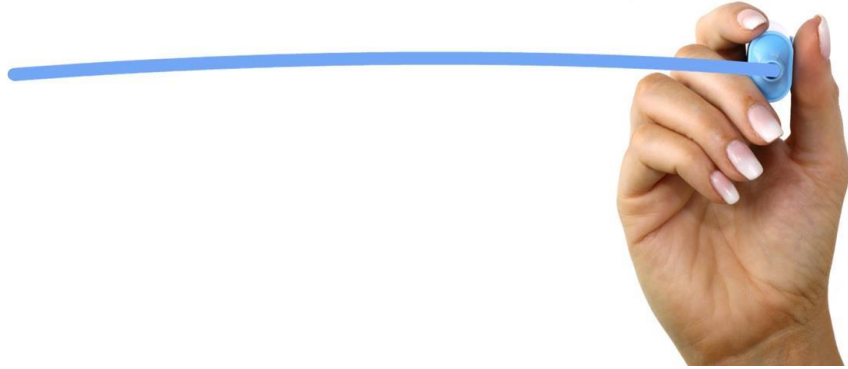


# Reading

"Reading comprehension is our goal, and the most direct route to good reading comprehension is to make the word recognition process automatic so a student can focus all of his or her mental energy on the meaning."

*David Kilpatrick*

# QUESTIONS



Thank you!

10 mins Intro to Dyslexia

25 mins How to Help at Home

35 mins Dyslexia Simulation Activity

20 mins Q & A

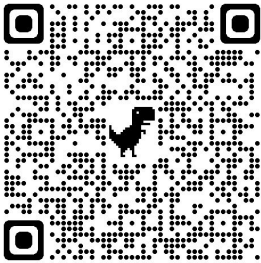
# Thank you!

10 mins Intro to Dyslexia

25 mins How to Help at Home

35 mins Dyslexia Simulation Activity

20 mins Q & A



Join our new DDCA  
**San Jose Parent Support Group**  
[kristen.ddca.eastbay@gmail.com](mailto:kristen.ddca.eastbay@gmail.com)

First meeting is December 8th at 7:00pm  
In-person ~ Full dyslexia simulation

