

Information and Resource Conference 2023



MARCH 18
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INFORMATION AND RESOURCE
CONFERENCE 2023



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Is it Dyslexia?
How to spot the
signs.



SUPPORT FOR FAMILIES
EDUCATION • EMPOWERMENT • EQUITY

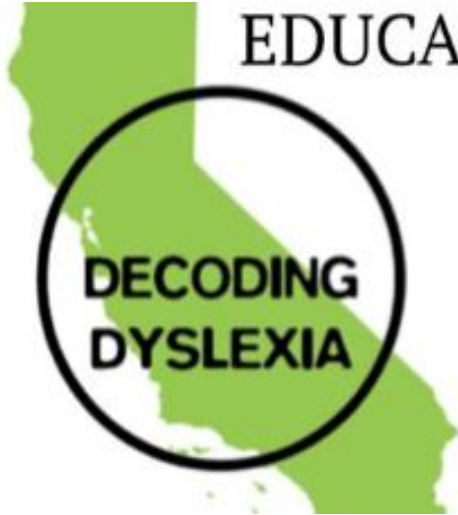
Is it Dyslexia? How to spot the signs.

Are you concerned your child might have dyslexia?
This workshop will discuss dyslexia and what it looks and sounds like. Learn about what you can do as a parent and how to ask the school to help.



Dyslexia

- *What it looks like.*
- *What it sounds like.*
- *How parents can help.*



EDUCATE • ADVOCATE • LEGISLATE

Join The Movement

decodingdyslexiaCA.org

Kristen Koeller

- Dyslexia Specialist
- Reading Intervention Teacher
- Decoding Dyslexia CA Volunteer
- 23 year California educator with dyslexia



decodingdyslexiaCA.org

Access these slides at:
bit.ly/SFdyslexia2023



kristen.ddca.eastbay@gmail.com

Is it dyslexia?

Guiding Questions:

What is dyslexia?

What might dyslexia look & sound like?

What are some effective ways to identify risk of dyslexia and respond in schools?

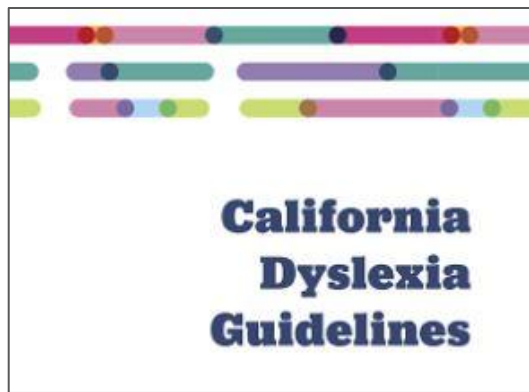
Key Takeaways:

Say dyslexia

Know key terms

Know the signs

Learn more after today



The impact of DDCA and AB1369.

*DDCA was the sponsor of this bill, now known as the **CDE Dyslexia Guidelines**, published August 2017*

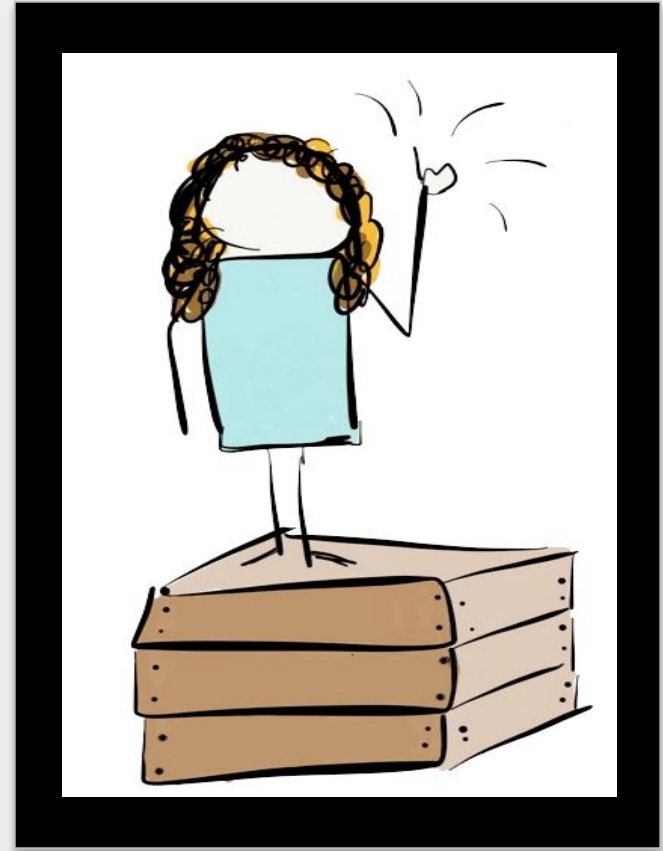


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Why we read

The research is clear: if children cannot read proficiently by the end of third grade, they face daunting hurdles to success in school and beyond.



Teaching reading IS rocket science.

Dr. Louisa Moats

★ We know that...

- without early intervention, students who are not reading at grade level in 1st grade remain poor 4th grade readers
- 74% of struggling 3rd grade readers still struggle in 9th grade, which makes it hard to graduate from high school
- research shows that **70% of incarcerated people** in U.S. prisons can't read above the 4th grade level and **85 percent of juvenile offenders** have difficulty with reading

Teaching reading IS rocket science.

Dr. Louisa Moats

★ So...

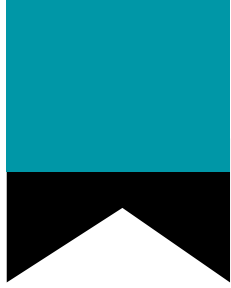
- students need explicit and systematic instruction in **phonemic awareness and phonics**
- mastery of these two skills would ensure that **90-95 percent of kids** have the fundamentals they need to become proficient readers

★ Because...

- **2/3 of students** who cannot read proficiently by the end of the fourth grade will **end up in jail or on welfare** (the National Assessment of Adult Literacy)
- **85% of all juveniles** who interface with the juvenile court system are functionally low literate

What is dyslexia?





Dyslexia: as defined by IDA and NICHD

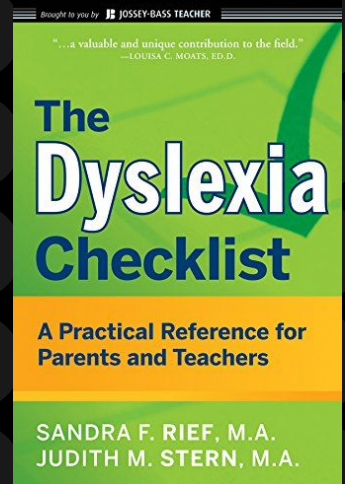
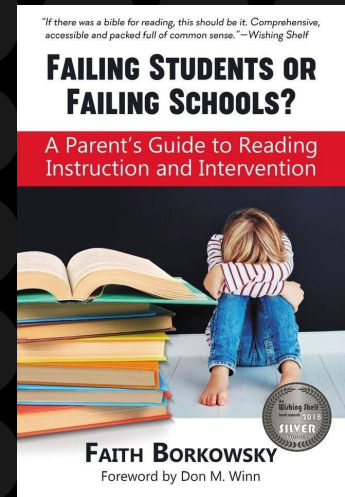
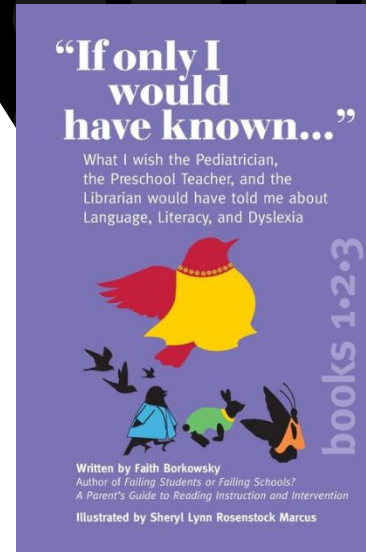
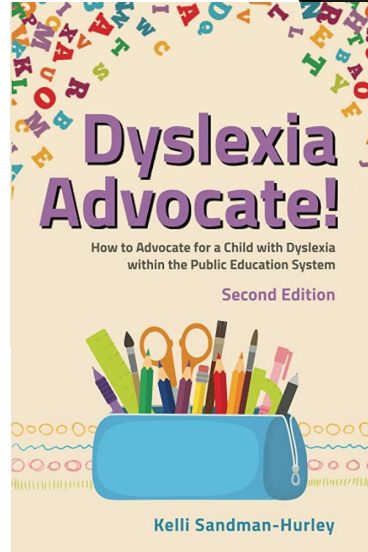
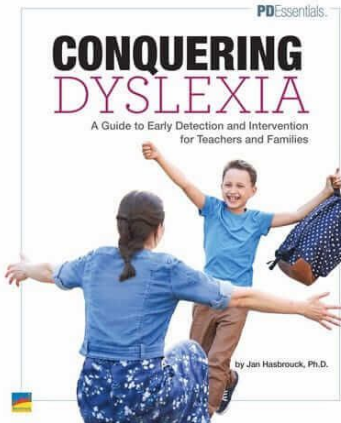
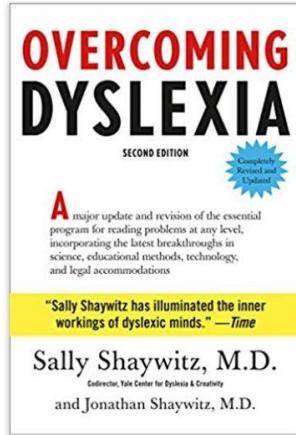
- *Dyslexia is a specific learning disability that is neurobiological in origin.*
- *It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.*
- *These difficulties typically result from a deficit in the phonological component of language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



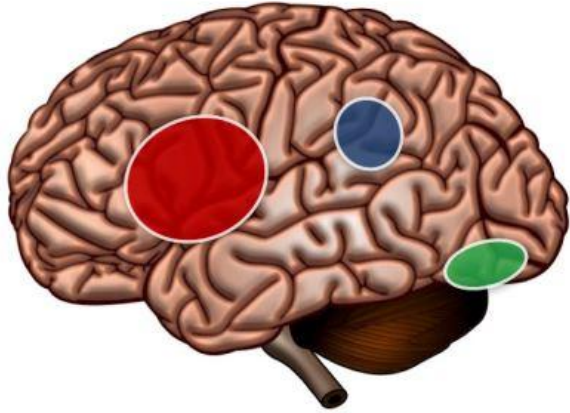
WHAT IS DYSLEXIA?



Parent Friendly Books About Dyslexia



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

BRAIN PATTERNS THAT NON-DYSLEXIC STUDENTS MAY SHOW

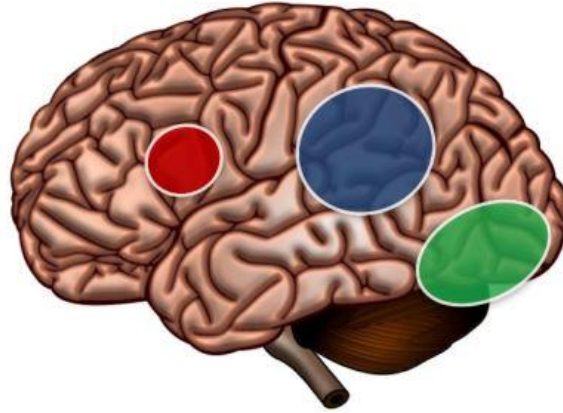
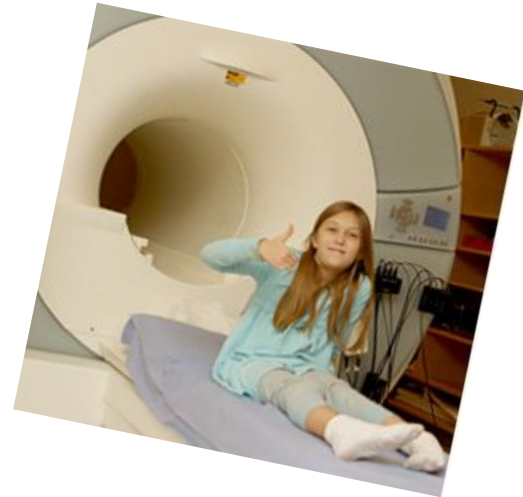
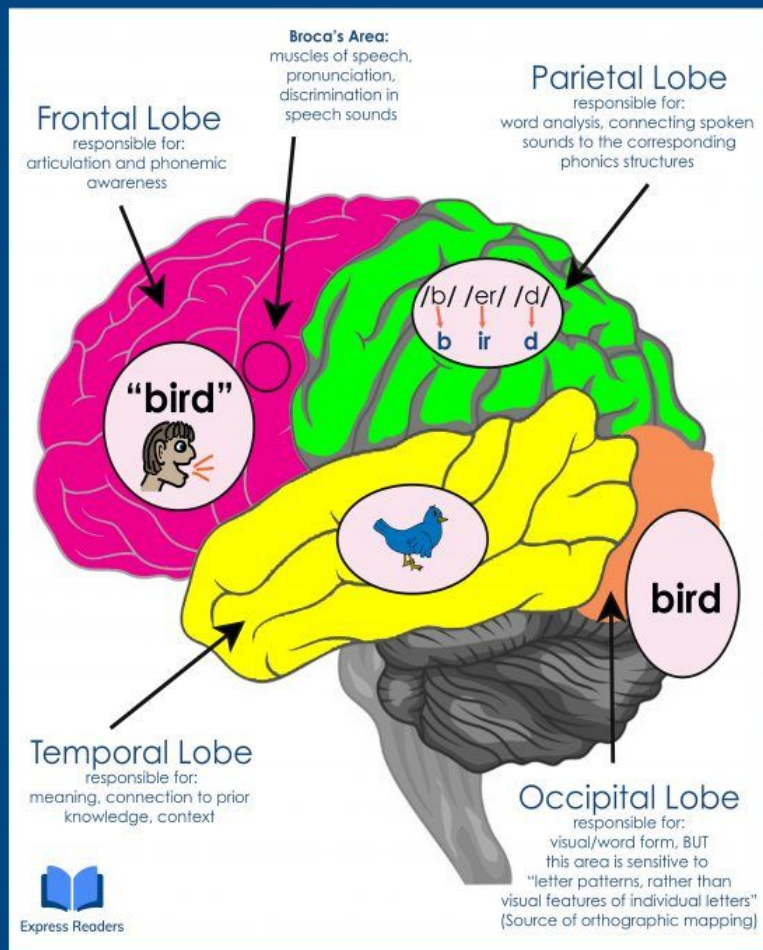


Figure 2.1. Key brain structures that are often impacted in dyslexia. Developed by and used with permission from Fumiko Hoeft.



The
human
brain is
wired for
speech,
not print.



Our brain is wired for speech, not for print

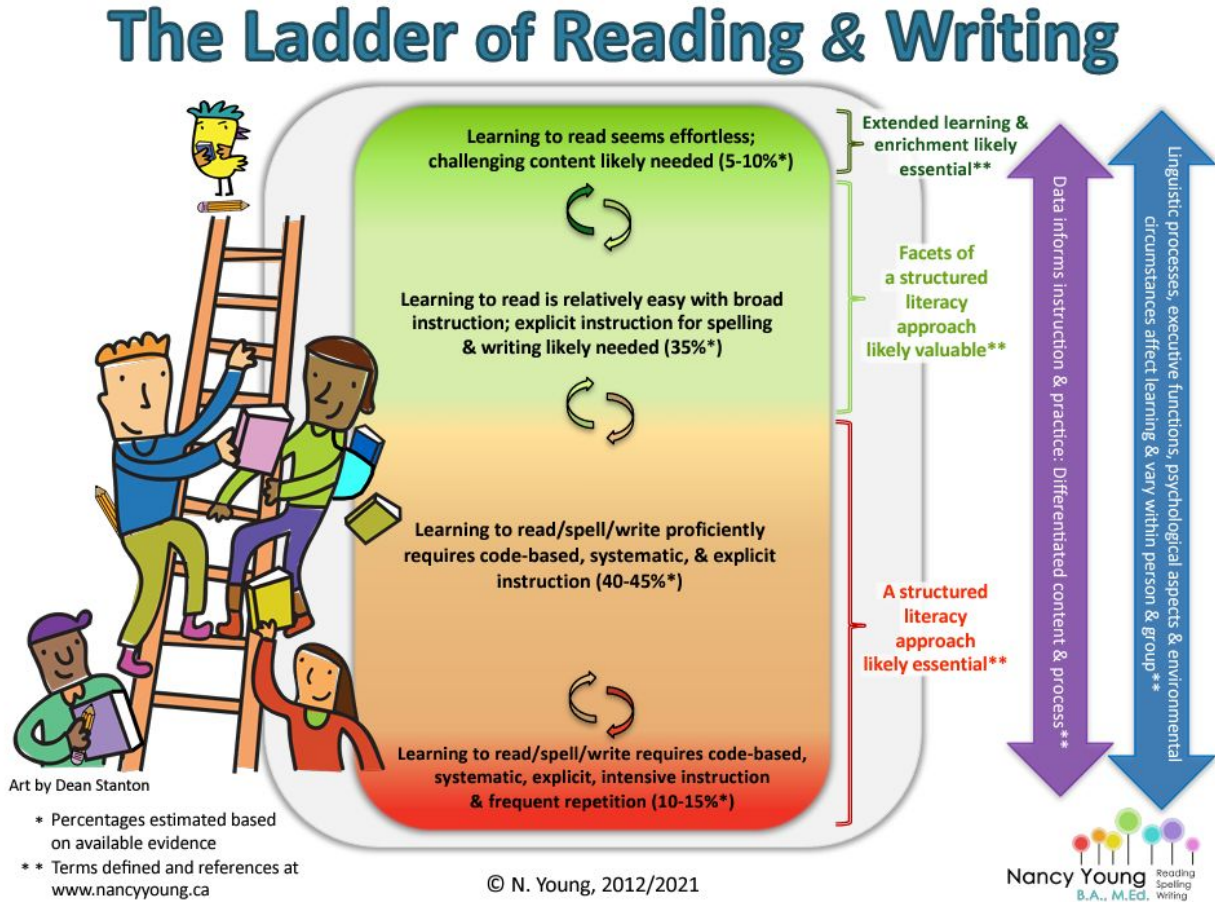
Early identification and intervention is critical...

- In K-1 a student needs **30 minutes / day** to close the gap
- In 4th grade and beyond it takes **2 hours / day** to close that gap

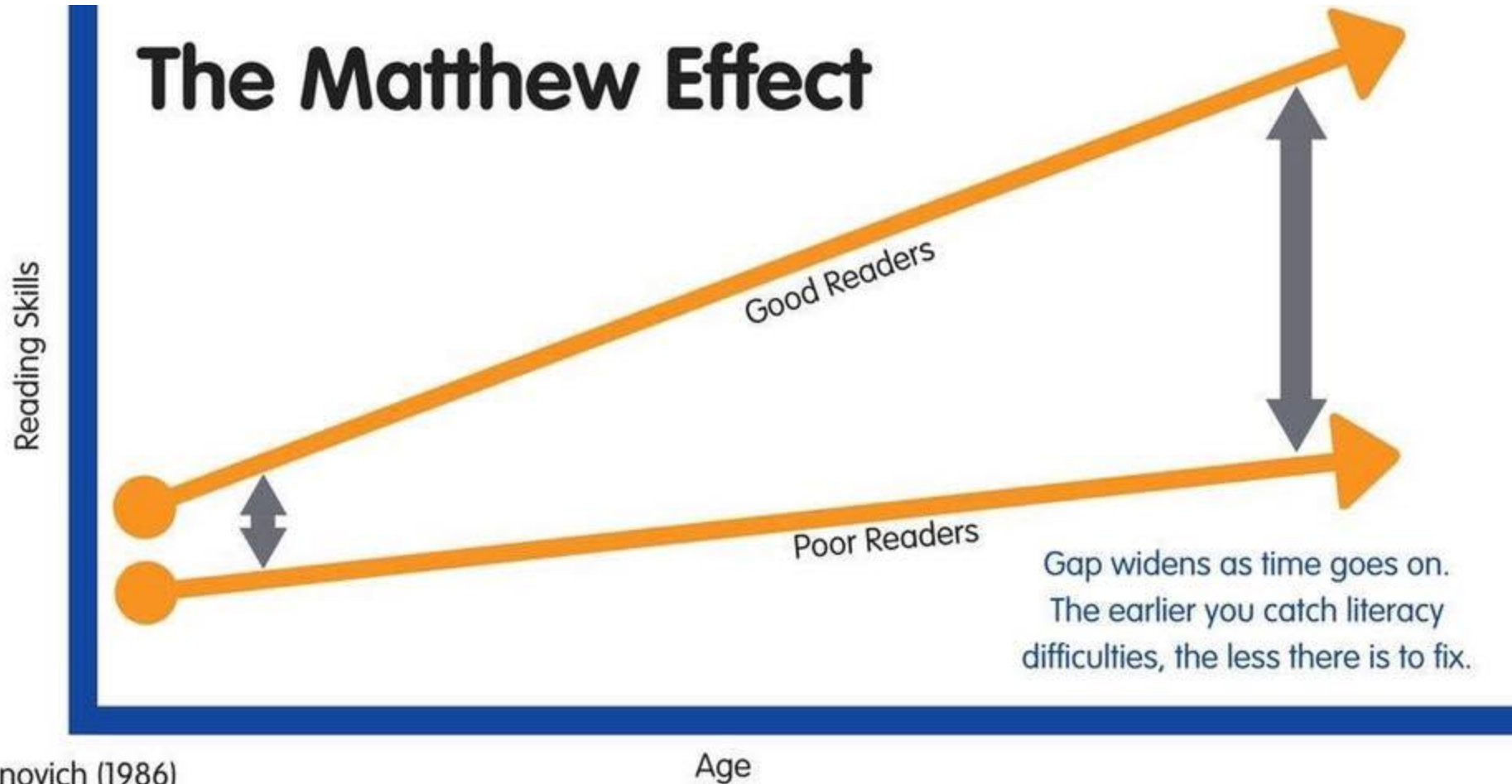


Neuroscience shows that all brains learn to read **in the same way.**

The same instruction that works for dyslexics, works for all students.



The Matthew Effect



Stanovich (1986)

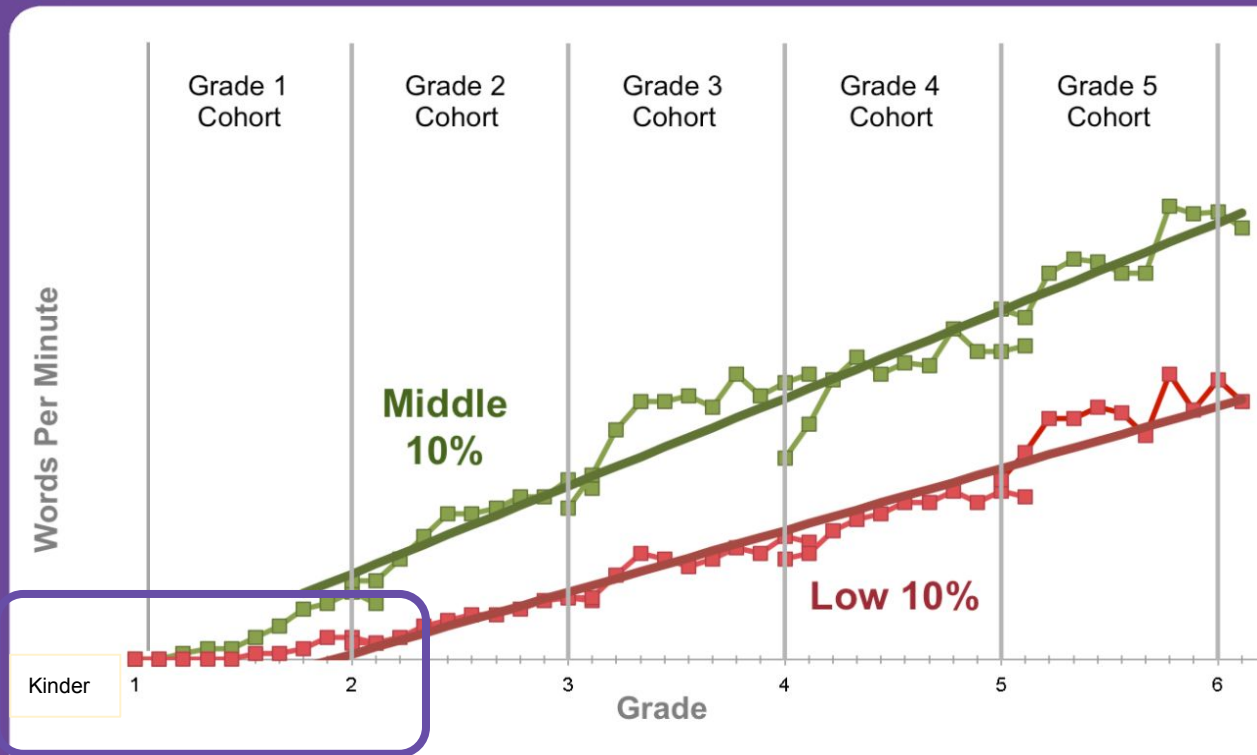
[Keith Stanovich, 1986](#)



Reading Trajectories of Low and Middle Readers

Mind the Gap

The Matthew Effect



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

Dyslexia in the classroom

Your student is
bright and
articulate.

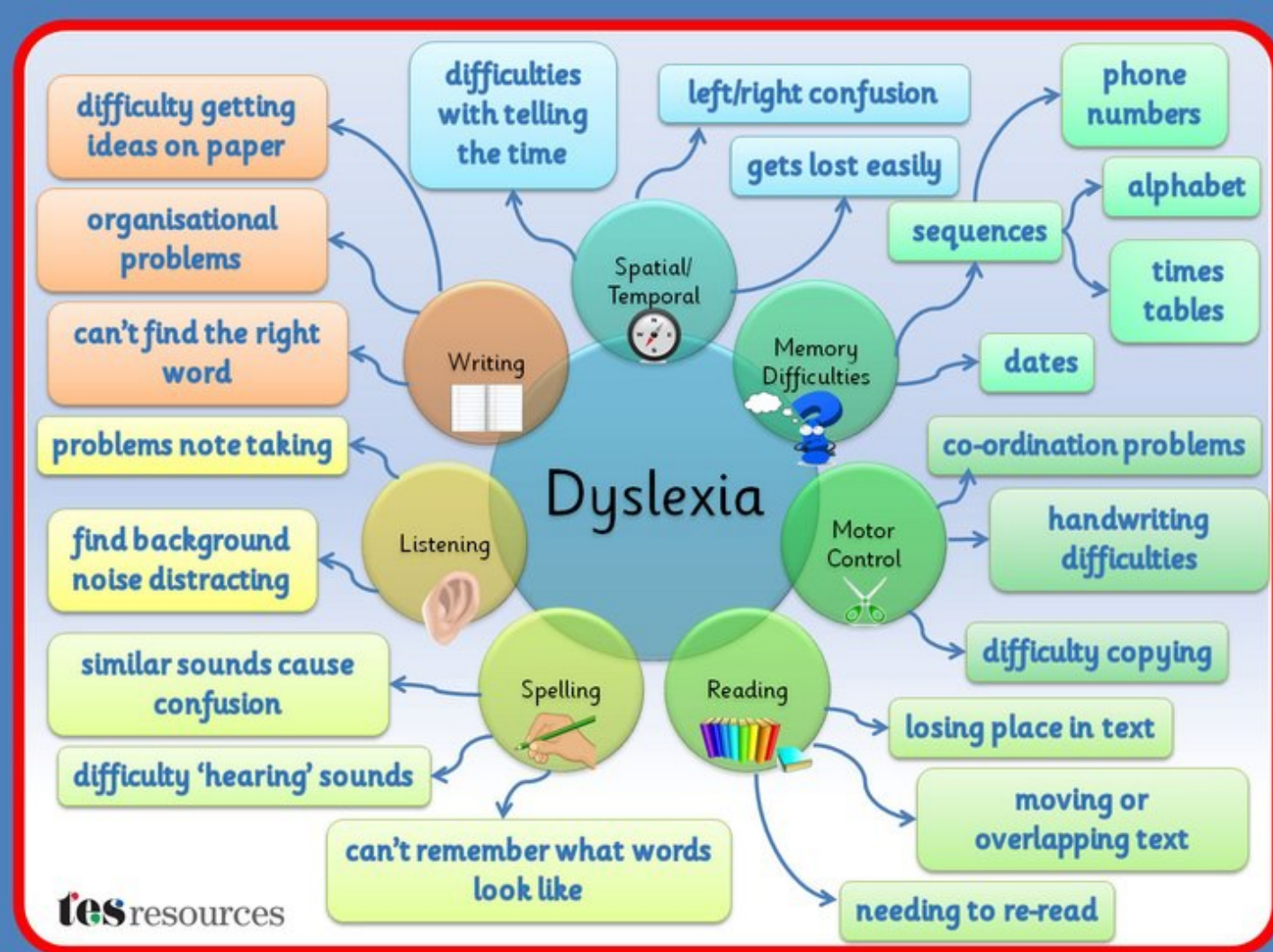
It's so weird that
*[reading, writing,
spelling]* is so hard
for him/her.



What can dyslexia look like in class?

Turn & Talk

What characteristics do you notice in your child?





At the heart of dyslexia are difficulties with the phonological component of language.

Phonological and phonemic awareness tasks can be done with and without print.

Explicitly teach phonological awareness and phonemic awareness until students are proficient.

This can be well into 3rd grade or beyond for learners with dyslexia. **Incorporate letters as soon as possible.**

[Michael Heggerty](#) [Video 8:00 min \(watch to the end\)](#)

[Equipped for Reading Success \(Kilpatrick\)](#)



What does dyslexia look like in class?

Look for signs of

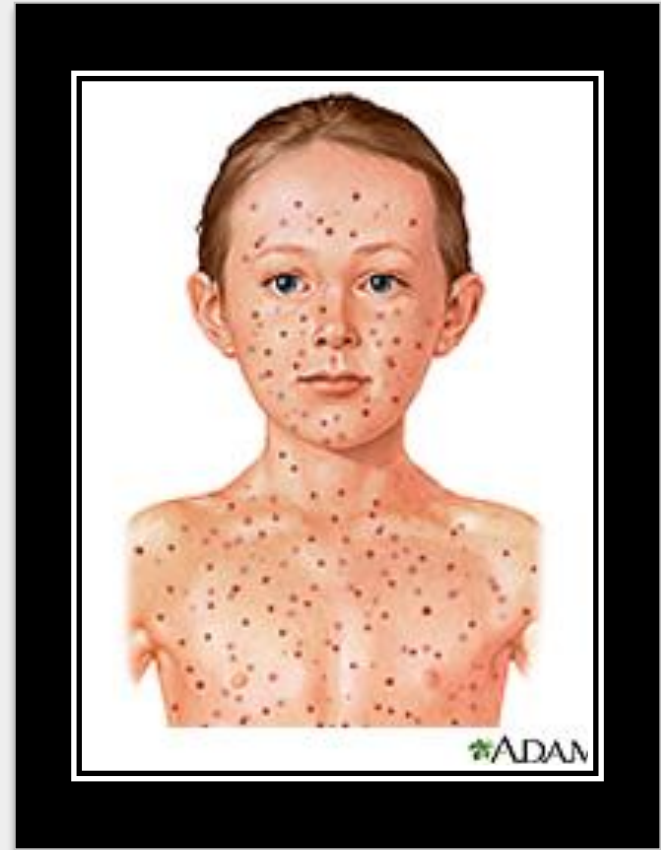
- ❑ Poor spelling
- ❑ Poor penmanship
- ❑ Poor decoding
- ❑ Use of simplistic word choice when writing
- ❑ Inability to rhyme
- ❑ Inability to manipulate or hear sounds in words
- ❑ Dysfluent oral reading

Look for characteristics like

- ❑ Inability to sound out new words
- ❑ Limited sight-word vocabulary
- ❑ Listening comprehension is better than reading comprehension
- ❑ Poor scores on spelling tests OR
- ❑ Good test scores and poor spelling when writing
- ❑ Mispronouncing words or using an incorrect but similar word (pasghetti)

You don't need a diagnosis to recognize the signs.

1. Schools don't "diagnose" we "identify" learning difficulties
2. Dyslexia occurs on a spectrum
3. You can say "characteristics of dyslexia"
4. Not every child with dyslexia needs an IEP
5. Keeping a struggling child in RTI to avoid/delay IEP testing violates special education law
6. Read the [CA Dyslexia Guidelines](#)



What does dyslexia look like in class?

You don't need a diagnosis to recognize the signs.

Preschool & TK

pron

Kinder & 1st

Ina
v
rem

2nd & 3rd

Omitting grammatical endings like

4th - 8th

Difficulty reading and spelling

9th - College

Tendency to hesitate when speaking.
Use of imprecise language, like "stuff" or "things".

Difficulty taking notes during lectures
Difficulty with multiple choice tests



ADAN



Characteristics of Dyslexia Checklist



Dyslexia Fact Sheet

Dyslexia is...

- ✓ A brain-based issue that makes it hard to learn to read accurately and fluently.
- ✓ A lifelong condition. Kids don't outgrow dyslexia, but with the right support, key skills can improve.
- ✓ A common learning issue. Many successful people have it, and researchers have been studying it for over a century.

Dyslexia is not...

- ✗ A problem of intelligence. Kids with dyslexia are just as smart as their peers.
- ✗ A problem of vision. The core issue involves understanding how the sounds in words are represented by letters.
- ✗ A problem of laziness. Kids with dyslexia are already trying hard. They need more help to make progress.



Ways to help kids with dyslexia



Multisensory structured literacy instruction engages kids through sight, hearing, movement and touch.



Accommodations help kids learn and show what they know, like doing an oral report instead of a written assignment.



Assistive technology tools, like audiobooks and text-to-speech apps, can help level the playing field for struggling readers.

Success stories



Salma Hayek,
Oscar-nominated actress



Daymond John,
Shark Tank star and
CEO of FUBU



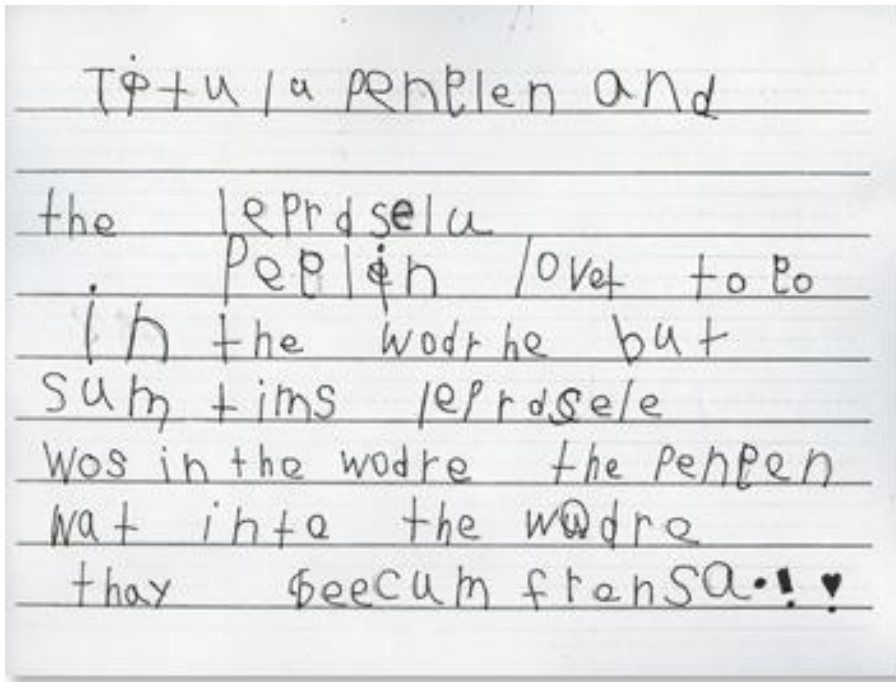
Carol Greider,
Nobel Prize-winning
scientist





- ★ Seems like they're not listening
- ★ Staring off into space
- ★ You tell them multiple times
- ★ Have difficulty getting started on work
- ★ Trouble copying, even when the word is on the page
- ★ Disorganized
- ★ Left - Right confusion

Penmanship and Spelling



Inconsistent letter size or case

Inconsistent spacing

Inconsistent use of phonics rules

The use of simplistic word choice

Writing as little as possible



Don't be fooled by nice penmanship.

- Reversals
- Missing or inappropriate use of capital letters
- Punctuation
- Roller coaster letters
- Odd pencil grip
- Extreme pressure
- Inconsistent height and spacing
- Tails that don't go below the line

Spelling: + ____ /16
 Language: + 10 /14
 Total: + 20 /20 points

Date: _____

Spelling & Language Test

1.	box	box
2.	rade	
3.	<u>road</u>	road
4.	<u>stop</u>	
5.	<u>float</u>	float
6.	<u>slope</u>	slope slope
7.	<u>goal</u>	goal
8.	<u>knock</u>	knock
9.	<u>one</u>	
10.	<u>chouse</u>	chouse

Use two of your spelling words correctly in a sentence. Please remember correct capital letters, spelling, and punctuation. The sentence must be a complete sentence and make sense. (6 points)

1. My MOM drove to the mall
 she stopped because she saw a
 stop sign

2. I got a Big BOX for my
 Birthday

Oct 3rd - week 8

Arjun Spelling test

- | | |
|---------------|-----------------------------|
| 1 into | 1 into |
| 2 broom broom | 2 broom |
| 3 mood mood | 3 mood |
| 4 goods goods | 4 goods |
| 5 stupid | 5 stupid |
| 6 tooth | 6 tooth |
| 7 wooden | 7 wooden |
| 8 fool | 8 fool |
| 9 doll | 9 doll |
| 10 doll | 10 doll |
| 11 woman | 11 woman |
| 12 truth | 12 truth through |
| 13 throw | 13 truth |
| 14 woman | 14 whom |
| 15 smooth | 15 |
| 16 smooth | 16 smooth |
| 17 language | 17 language |
| 18 potato | 18 |
| 19 potato | 19 |
| 20 sausage | 20 sausage |

matte

Minimize far-point copying

Create digital copies of your notes or lists

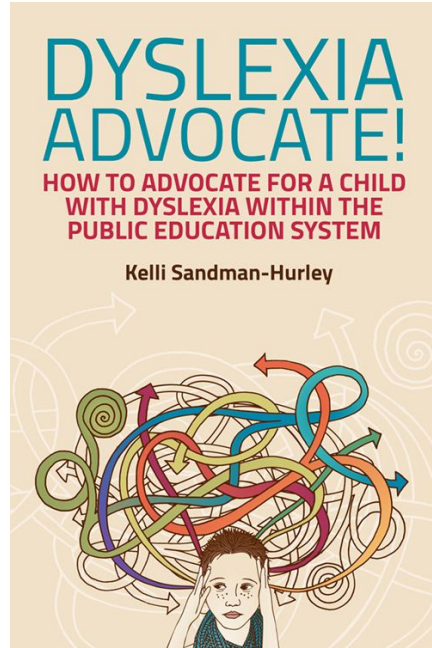
Don't ask another student to do it for them

Reconsider weekly spelling tests

Grade written for content first

Create a safe space for written expression

Provide accommodations like voice typing or touch typing.



“I have never seen
a student with
dyslexia who has
good spelling.”

- *Dr. Kelli Sandman-Hurley,
Dyslexia Training Institute*

Tech tools for school...

- Text to speech
- Audio books
- Scanning pens
- Speech to text
- Predictive typing programs - Don Johnston
- Typing programs
- Note taking apps

Use technology to level the playing field

SB 691 - CA Universal Screening for Risk of Dyslexia

**Mandates screening for risk of
dyslexia in grades K-2**

Sign the Petition!

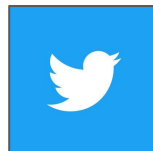
Sign the petition to let your legislator
know that you support mandated
screening for risk of dyslexia in schools.

Visit YESonSB691.com

Download the flyer [here](#).



Find us on



Sites to follow:

- [Decoding Dyslexia CA](#)
- [The Reading League](#)
- [NorCal IDA](#)
- [Understood.org](#)
- [Center for Dyslexia MTSU](#)



Articles to read:

- [Dyslexia in the Classroom:What every teacher needs to know](#)
- [Chapter 4 - Characteristics of Dyslexia by Age: CA Dyslexia Guidelines](#)
- [The Biggest Threat to our Democracy is Illiteracy](#)
- [School based identification of students with dyslexia](#)
- [What is Dyslexia?](#)

Videos

- [How to spot dyslexia in a writing sample - Susan Barton](#)
- [What the parents of dyslexic children are teaching schools about literacy.](#)
- [Jan Hasbrouck - Science of Reading](#)
- [Dispelling the Misconceptions of Dyslexia](#)
- [Screening Made Easy-For Educators.Tufts University](#)
- [Inside a Structured Literacy Reading Intervention - Understood.org](#)
- [Reading Strategies for Struggling Readers - Understood.org](#)
- [Inside a Dyslexia Evaluation](#)

Audio

- [Emily Hanford Podcasts on Reading](#)

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