RQS Dyslexia Information

Beginning in the 2018-2019 school year, the Missouri Department of Elementary and Secondary Education (DESE) required that all public schools conduct dyslexia screenings for students in grades kindergarten through third grade. In accordance with House Bill 2379, a universal screening of essential reading skills and risk factors related to dyslexia is completed as part of the district assessment plan. This screening consists of several assessments and looks for the following risk factor(s) related to reading:

Letters and Sounds	Students work to identify the letter names and sounds that are associated with the letter.
Phonemic Awareness-Phonological Awareness	Students work on skills such as: rhyming, identifying beginning, middle and final sounds, clapping syllables, adding beginning and ending sounds to words, and identifying short and long vowels.
Phonics	Students work on skills such as: Consonant-Vowel-Consonant (ex. cat) words, Silent e (ex. cape) words, and r-Controlled (ex. car) words.
Comprehension	Students work on reading comprehension strategies such as retelling, summarizing, making inferences and connections, and synthesizing.
Fluency	Students work on their rate and expression as they practice reading aloud.

In Raytown, we screen students kindergarten through fifth grade. For students in grades 7-12, school teams will consider the results of district assessments to further screen for characteristics of dyslexia or as requested by parent/guardian.

Universal Screeners used in the District:
- STAR Reading & Early Literacy
- Phonological Awareness Assessment
- Phonemic Awareness Assessment
- Phonics Survey

District Professional Development for Dyslexia-Completed in October
- DESE Provided Professional Development Options
- Elementary Professional Development
  - Elementary Presentation-
    - Given by ELA Elementary Coordinator in past
  - Utilized DESE's Videos:
    - Overview
    - K-5 Characteristics
- Secondary Professional Development
  - Utilized DESE's Videos:
    - Overview
    - Supports/Accomodations

Characteristics of Dyslexia Screening
Criteria for At-Risk to taken into consideration

Kindergarten-After January Benchmark
- Scores below 30% on Star Early Literacy
- Has not passed all areas of Phonological Awareness Assessment (excluding Recognize and Produce Rhymes)

1st Grade-After Fall Benchmark
- Scores below 30% on Star Early Literacy
- Has not passed all areas of Phonological Awareness Assessment (Segment and Count Syllables, Blend Syllables (Compound, 2 Syllables, and 3+ Syllables), and Onsets/Rimes
- Has not passed Kindergarten Phonemic Awareness Assessment Skills (Isolate Initial and Ending sounds from Phonemic Awareness
- Identifies less than 80% of letters/sounds. (21 letters or less)

2nd Grade-After Fall Benchmark
- Scores below 30% on Star Early Literacy or 10% or lower on the majority of STAR Reading
- Has not passed all areas of Phonological Awareness Assessment
- Identifies less than 80% of letters/sounds. (21 letters or less)
- Has not passed Phonemic Awareness Assessment Skills (all skills)

3rd, 4th, and 5th Grades-After Fall Benchmark
- Scores below 10% on the majority of their Star Reading Assessments
- Has not passed all areas of Phonological Awareness Assessment
- Has not passed Phonemic Awareness Assessment Skills (all skills)
- Identifies less than 100% of letters/sounds.
- Phonics Survey (case by case basis) w/ limited progress

All students K-3 are identified in our student information system under the Programs and Services Dyslexia information as:

NS-Not Screened

EX- Exempt- students that have a reading disability, or have a dyslexia diagnosis, or are identified as Young Child with a Developmental Disability and are nonverbal, and potential English Language Development students. The Title teachers will discuss with the ELD coordinator and appropriate Special Education Personnel before making a determination.

SNR- (Screened Not at Risk) Scores on screening tool that are at or above age/grade level per the scoring manual of hte tools' administration manual

SAR- (Screened At Risk) Scores at or below the 30th percentile on more than one skill or as indicated within the tools administration manual.

Dyslexia Professional Development Options 2019-20

The purpose of this document is to provide information about available PD options for staff members to meet the 2-hour yearly mandate. This is not an all-inclusive, recommended or approved list. Districts may choose to differentiate professional development by utilizing various options based on educational roles, grade levels, or student/teacher needs.

Professional Development Description	Audience, topics, details	Source and Access
Overview of Dyslexia for Elementary Schools Free, online modules created by DESE	All staff Topics will include: *Overview - characteristics *Support/accommodations *Assistive Technology *Reading Components	DESE YouTube 1. Overview https://www.youtube.com/watch?v=h3rFDAmmqZo&t=10s 2.Characteristics K-5 https://www.youtube.com/watch?v=TYBA-sD-8Pc&t=1s
Overview of Dyslexia for Secondary Schools	All secondary staff 2 hr. module with video and activities Topics include: *Overview - characteristics *Support/accommodations *Assistive Technology	3. Secondary https://www.youtube.com/watch?v=o9GGI5r8UOs&t=3s
Recorded presentations from Colorado Department of Education (Kilpatrick, Gillis, Fletcher)	Elementary teachers, reading coaches, specialists. Phonological and Phonemic Awareness	https://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities
Read Right from the Start Free, online courses based on proven language and literacy practices; developed in collaboration with Maryanne Wolf based on her research on dyslexia	Pre K and K-3 Short (30-45 min.) online courses on topics such as Phonological Awareness, Foundations of Learning to Read, Rhyme, Language, etc.	Atlanta Speech School – Rollins Center for Language and Literacy in conjunction with Cox University (Cox Campus) https://www.readrightfromthestart.org
Free modules created by South Carolina Dept. of ED Dyslexia Modules 1, 2, 3	All staff Short (18-20 min.) modules Modules include: *What do we know? *Screening *Evidence-based Practices in Reading	South Carolina Department of Education https://ed.sc.gov/districts-schools/special-education-services/additional-information-and-assistance/dyslexia-and-other-reading-disorders/dyslexia-module-1-what-is-it-and-what-do-we-know-about-it

Addressing Dyslexia Free, online courses created by Dyslexia Scotland	All staff 3 courses include: *Dyslexia and Inclusive Practices *Supporting Dyslexia *Dyslexia: Identification and Support	Addressing Dyslexia - Dyslexia Scotland http://addressingdyslexia.org/free-online-learning-modules
International Dyslexia Association webinar series by Patricia Mathes Free online modules	All staff Two 1 hr. webinars: *Overcoming Dyslexia *Curing Dyslexia: What is Possible?	International Dyslexia Association https://dyslexiaida.org/idas-free-webinar-series/
Reading Rockets *Reading 101* Free, online modules based on reading research	Elementary teachers, reading teachers, coaches, interventionists 9 short modules with text and videos focused on: print awareness, phonics, fluency, vocabulary, spelling, etc.	Reading Rockets http://www.readingrockets.org/teaching/reading101-course/welcome-reading-101
The Reading League Free, online modules and archived presentations by experts in dyslexia and reading	All staff Online modules on Reading League's YouTube Channel including short 'courses' on specific topics (fluency, orthography, etc.) and presentations by experts, e.g. Kilpatrick	The Reading League YouTube channel http://www.thereadingleague.com https://www.youtube.com/channel/UCm9TD9u7xGdRUaGjHkOthxw
Other Quality Resources for Purchase		
Orton Gillingham Online Academy	Elementary teachers, reading teachers, coaches, interventionists 4 online courses: Language (3 courses-basic, advanced and practicum) Comprehension	https://ortongillinghamonlinetutor.com/training/
University of Missouri Created Online Modules	All staff 4 modules - topics include: *What is Dyslexia *5 Components of Reading *Assessments *Instructional Planning	https://elearningforeducators.lmscheckout.com/Course/view/screening-for-dyslexia-and-other-related-disorders?embed=0 Ericka Lembke lembkee@missouri.edu

Book study (for specific staff members)	Reading teachers, literacy coaches, interventionists	Book study options for specific staff members, for example:
		Henry, Marcia, Unlocking Literacy, 2nd Ed., 2010
		Kilpatrick, David, Equipped for Reading Success, 2016
		Kilpatrick, David, Essentials of Assessing, Preventing and Overcoming Reading Difficulties, 2015
		Moats, Louisa, Speech to Print, 2012.
95% Group *Understanding Dyslexia* online course	All staff 2 -1 hr. modules; Topics include: History of Dyslexia, Characteristics, Overview of Dyslexia, Instructional Strategies, Screening with PSI	95% Group http://store.95percentgroup.com/search.aspx?find=online+course
University of Arizona *MindPlay Comprehensive Reading Course for Educators* Online course (created in collaboration with Mindplay)	All staff 30 hr. online course created by Nancy Mather & Barbara Wendling at U of Arizona - topics include: Phonological awareness, Reading and spelling development, Phonics fundamentals for reading and spelling, Advanced phonics concepts, Fluency, Grammar, Vocabulary, Reading comprehension	University of Arizona/Mindplay https://academy.mindplay.com
Supplemental Resources		
Dyslexia and the Brain Videos from Understood.org website	All staff Short videos (4-10 mins.) about dyslexia focused on understanding, empathy, advice, etc.	Understood.org https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-dyslexia-and-the-brain
Assistive Technology	All Audiences	http://understood.org/assistive-technology

Dyslexia for a Day: A Simulation of Dyslexia Kit that provides simulation activities for staff to promote understanding of and empathy for people with dyslexia		Dyslexia Training Institute www.dyslexiatraininginstitute.org

Dyslexia Background Information – Part I

All information taken from the Bureau of Education & Research workshop titled, "Dyslexia: Help Children Who Struggle to Successfully Read, Write and Spell."

Dyslexia Information

- People with dyslexia struggle to read fluently, spell words correctly and learn a second language.

- These difficulties have no bearing on their overall intelligence.

- Dyslexia is an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader.

- While they may be slow readers, they often are very fast and creative thinkers with strong reasoning abilities.

- Dyslexia is neurological at its core and is a MEDICAL diagnosis.

Dyslexia is not...

- Something that can be officially diagnosed without a special MRI done by a medical facility.

- "Curable"

- A visual disability - When students do b/d reversals or similar word reversals (saw/was), it's not a visual thing, they just pulled down the wrong word or letter from their orthographic memory of words.

The Language Pathway

Word Chunk or Sounding Out (not as efficient) A person has to sound out several words within a sentence, before gaining the meaning. (dotted arrows)

Whole Word Lexical (efficient) A person can instantly read the word and know what it means. (solid arrow)

Phonological (Sounds)

Semantic (Meaning)

Orthography (Spelling)
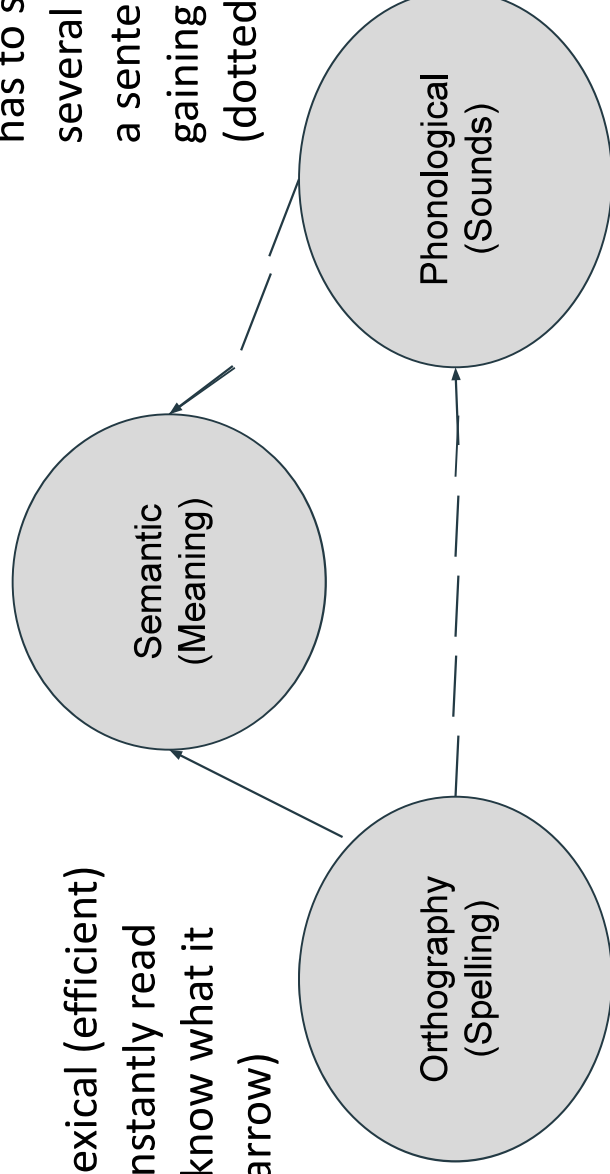
Possible Signs to Look For...

- **Phonological Deficits** - rhyming, phoneme deletion/substitution/addition, blending

- **Language Deficits** - uses simplified sentences, limited quality of words used when talking (ie. stuff, thing), may have trouble coming up with a word (word retrieval) while speaking

- **Reading Aloud (Behaviors)** - slow to learn words, reading aloud is slow and error-prone, lacks appropriate stress/intonation, poor at sounding out unfamiliar words

- **Spelling** - poor rapid letter naming, weak letter names-sounds, misspellings in writing, slow to generate spellings, difficulty in seeing how words are the same

But Just to Clarify...

- JUST because a student has reading deficits does NOT mean they have dyslexia.

- People with dyslexia exhibit a **surprising discrepancy** between their slow reading/poor spelling and their often creative thinking and strong reasoning.

- And once again...dyslexia is a MEDICAL diagnosis. We are now required by the state to notify parents if their student is displaying characteristics of dyslexia, but we are not saying that they HAVE dyslexia.

- In addition, JUST because a student has dyslexia, does NOT mean they will be eligible for an IEP.

Questions??

- During our next time together, we will discuss specific instructional strategies that are good for not only students with dyslexia, but for all students who may struggle with reading.

Instructional Strategies and Techniques for Dyslexia – Part II

All information taken from the Bureau of Education & Research workshop titled, "Dyslexia: Help Children Who Struggle to Successfully Read, Write and Spell."

General Instructional Techniques

1. Repetition/Distributed Practice (5 min. here, then 5 min. there)
2. Think Time/Wait Time
3. **Multimodal**
4. Descriptive Reinforcement
5. **Instant Error Correction**
6. **Direct & Explicit Instruction (definition, not a sentence...tell them what it means, don't ask them to tell you)**
7. **Efficient Multi-Sensory**

Instructional Techniques Described

3. Multimodal - Sketch to Stretch

- Kids need something to write on and have a buddy
- Stand up and put themselves back-to-back
- Read a paragraph and just listen
- Reread the paragraph and sketch their understanding of the text (NOT write their responses) 2-3 minutes
- Turn and explain their understanding to each other what their sketch means in their own words.
- Repeat the process with one more paragraph and then report out the entire thing.

Instructional Techniques Described

5. Instant Error Correction - Dot & Correct Spelling (Dr. Richard Gentry)

Instant learning is less likely to take root if it is immediately replaced with correct learning.

- Teacher gives word
- Student says the word
- Teacher defines the word.
- Student spells the word.
- Teacher gives correct spelling and student checks by placing dot under each letter. If an error occurs, student circles the misspelling area.
- Teacher spells the word again and student writes the word as teacher spells it.
- Student compares the two words.
- Teacher gives next word.

Dot and Check Spelling Example
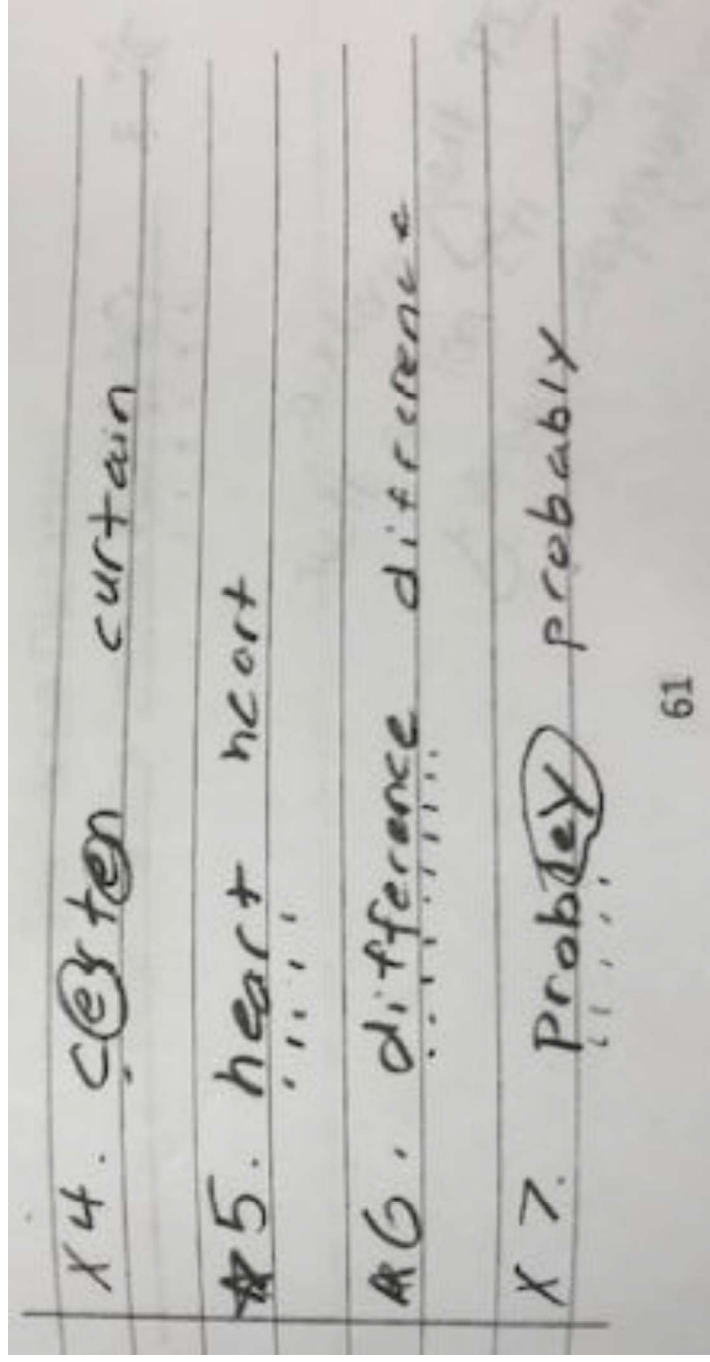
Word Dictation Routine

Hear It, Say It, Write It, Read It

- Teacher says the word, so the students hear it
- Students say the word aloud
- Students write the word
- Students read the word
- Teacher spells word aloud so students have correct spelling immediately (could do dot and check routine at this point as well)

If students make a mistake, it is not in their orthographic memory as of yet.

Instructional Techniques Described

6. Direct and Explicit Instruction

- I Do, We Do, You Do
- I Do, I **Do,** We Do, You Do
- I Say, We Say, **We Say,** You Say

Instructional Techniques Described

7. Efficient Multi-Sensory (with added repetition)

- Sky Writing (From Wilson Reading)
- Can be used for teaching HFWs that don't have a picture associated with it (the, one, of etc.)
- To model, turn back to audience/class
- One arm held out straight (locked)
- Index and middle fingers pointing straight and held rigid
- Make sure you are crossing the midline so start at your left shoulder

Handwriting

Research does show that cursive is advantageous for students with dyslexia.

Within ConnectEd, if you type in "Handwriting" in the search engine, you will have access to all of the handwriting pages (ie. student pages, teacher pages, etc.)

Activities and Strategies...But First

- To prevent and correct reading difficulties, remember this trio....

1) Aggressively teach phonological awareness to an advanced level, regardless of student age and based on need.

2) Directly, explicitly, and systematically teach phonic and spelling patterns to a point of mastery, kindergarten through fifth grade.

3) Provide many opportunities for children to read extended text....essentially, kids should read, read, READ!

Activities and Strategies

1. Retelling
2. Using a graphic organizer
3. Activating Prior Knowledge
4. Asking and Answering Questions
5. Previewing and Predicting
6. Summarizing
7. Using text structures
8. Mental imagery/visualization

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Phonological Activities

Hands Together, Apart, Away

- Advanced phonemic skills include adding, subtracting and substituting phonemes to make new words out of existing words. A place to begin teaching is deleting one of two words in a compound word. A more advanced version is replacing the deleted word with another word to form a new compound word.

Daylight

Day   light

Say daylight without "light."

Say it without "day."
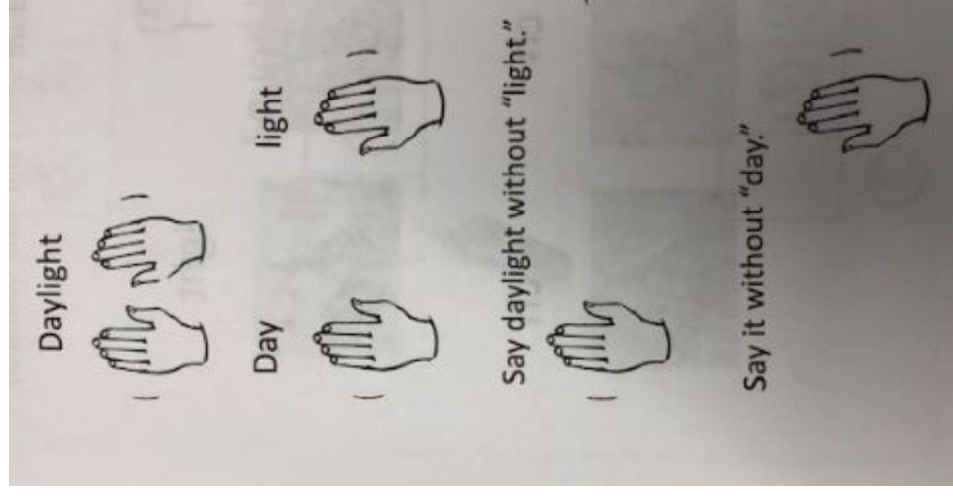
Orthographic Activities

Alphardy Song - Keep using it, just be aware of students adding the schwa sound when singing/saying the song.

Average learner needs 1-4 repetitions to master sounds/words

For struggling learning, some need 100s of repetitions in order to remember letters/sounds.

Orthographic Activities

Basic Word Ladders -

- Transform words by changing one letter or letter combinations at a time.
- Help students notice sounds, especially inner vowels
- To change one word into another, students must listen to sounds (phonology) and decide on letters (orthography)
- Possible to differentiate your level of support (ie. change the first letter vs. change a consonant to…)

Orthographic Activies

Advanced Word Ladders -

- Transform one word into another by changing letter combinations, affixes, root words, or roots

- Each change creates a new word

- Advanced word ladders help students notice patterns and meaning parts.

- To change one word into another, students must listen to sound and syllables, think in terms of patterns, and access meaning.

Orthographic Activities

I'm Thinking of a Word - Patricia Cunningham and Richard Allington

- 3-4 minute activity allows students an opportunity to notice letter-sound relationships and spelling patterns.
- For younger students use a word wall; for older students, use a vocabulary wall.
- Provide 3-4 clues, saying, "I'm thinking of a word that…"
- Give 1-2 visual clues first, such as "I'm thinking of a word that begins with CH…"
- Follow that up with one meaning clue, such as, "The word means…" or "You might use this word when…"

Orthographic Activities

Look, Touch, Say

- Helps students focus on sounds, letters, and letter combinations
- Provides children with opportunities to notice patterns and think about meaning
- Builds vocabulary and provides struggling students and ESL students with chances to encounter words multiple times
- "Look for the word with an 's' at the end…." Touch the word…now, Say the word.
- "Look for the word that means a place where farm animals are at…." Touch the word…now, Say the word.

Other Orthographic Activities

Making Words - Patricia Cunningham/Dorothy Hall

Word Sorts

Word and Sentence Dictation (Think Road to Reading)

Spelling Strategies

Need to provide good quality stand-alone instruction (do spelling activities)

Use strategies for HOW to spell such as....

1. Hear and Spell Sounds - /m/ /a/ /p/ = map
2. Use a word you know - (moon, spoon, cartoon)
3. See the word in your head
4. Thinking about meaning (your, you're)
5. Make a memory aid - "The principal is your PAL"
6. Circle, come back, correct (Used during writing time)

Guided Repeated Reading Activities

To build fluency…

- Pre-teach some words
- Model Reading → Chorus Read
- Model Reading → Echo Read
- When I Stop, Say the Word (Cloze Reading)
- Paintbrush reading (read like a "painter" with brushstrokes, NOT a pointer)
- Poetry Rereadings

Final Thoughts

Children with reading difficulties exhibit deficits in expressive language, phonology, reading aloud, spelling, and comprehension of read text. But these behavior may NOT be caused by dyslexia.

Degree of discrepancy and response to interventions must be considered. A person with dyslexia often has strong comprehension of text when it is read aloud by someone else but weak ability to read (and possibly comprehend) text that is read independently.

Final Thoughts

Other factors to consider...

- Do others in the family have reading difficulties, or a dyslexia diagnosis?
- Is ADHD present?
- How many dyslexia-indicating behaviors are present?
- Have other factors been ruled out, such as vision or hearing problem, brain trauma, difficulties with speaking or understanding the language, economic disadvantages, or a lack of instruction?

Bottom Line...

- Dyslexia is still a MEDICAL diagnosis. We cannot diagnosis this; all we can do is encourage parents to talk to their child's pediatrician for any further testing/evaluation regarding these concerns.

- We have a systemic approach as a district for identifying students with *characteristics* of dyslexia, per state law now, but we are by no means diagnosing students with dyslexia.

- You've probably noticed this already, but all of these strategies, activities, tips and suggestions are going to be good for ALL learners, but especially our students with dyslexia and our struggling readers!