

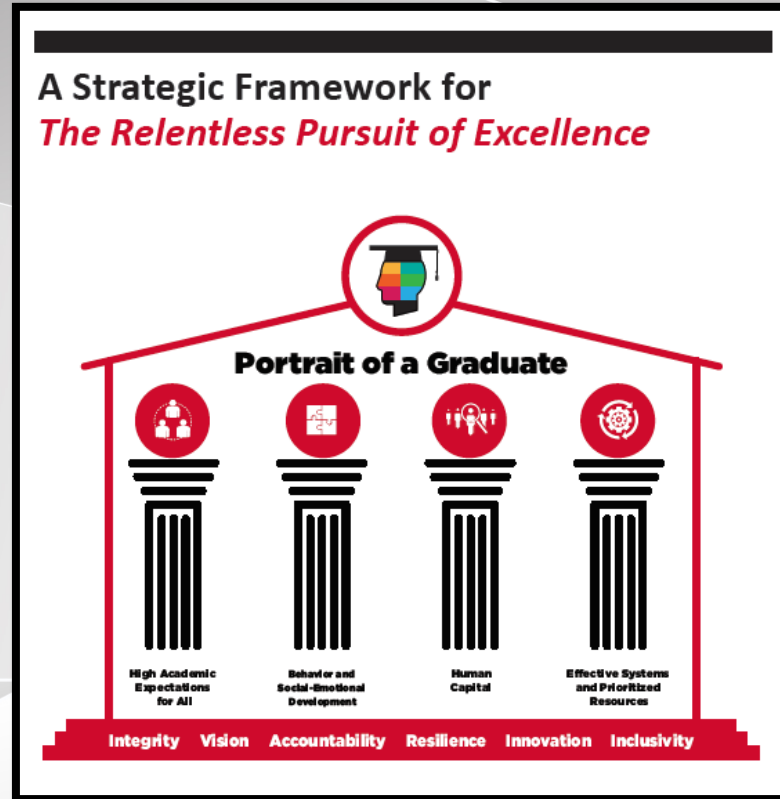


# Tonight's Objectives

- Introduction
- State Board's Ruling on Policies
- Defining Dyslexia
- Diagnosis/Prevalence
- Intervention and Accommodations
- Student Success

# Strategic Framework

## Core Values 4 Pillars



# State Board of Education Approves Dyslexia Policies



- The Kansas Board of Education approved policies aimed at improving the identification of students with characteristics of dyslexia and providing them with better services and increasing teacher training around dyslexia.
- Exciting opportunity for students in the district as we have a greater focus on reading instruction.
- The district is still waiting for additional details from the state about what these changes will look like.
- The district has been working on a strong literacy program (for several years); things are in place that will complement the requirements set by the state board.
- Policies will help teachers focus on quality reading instruction, while helping support students who have been diagnosed or who have demonstrated characteristics of dyslexia.
- Evidence-based training around dyslexia and literacy instruction will take place in the coming months to meet these requirements.
- Additional information will be shared in the coming months on what the state board requires and how the Olathe Public Schools will meet these requirements.

# Dyslexia is not...

A visual problem

Does not mean  
people see things  
“flipped,” reversed,  
or backwards

# Dyslexia is.....

Difficulty “breaking the code” to  
learn how to read and spell

## IDA Definition of Dyslexia

- *“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.”*

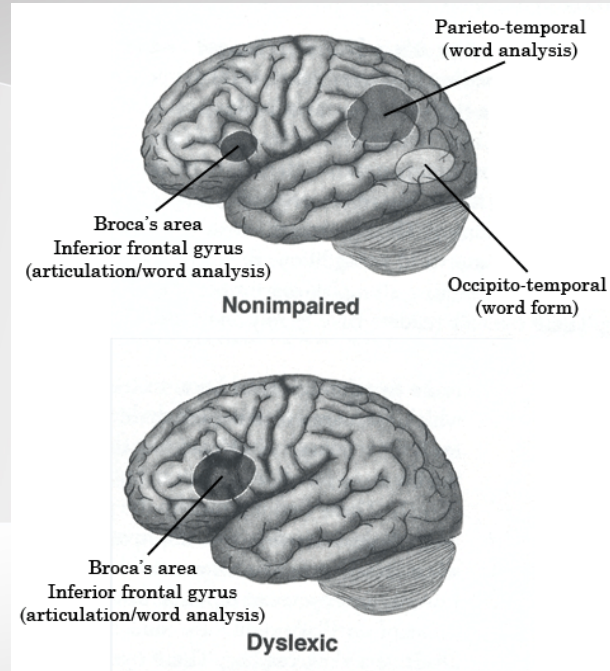
Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD). Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](#).

# Dyslexic Brain Signature



**Dr. Sally Shaywitz**  
Yale Center for the  
Study of Learning & Attention

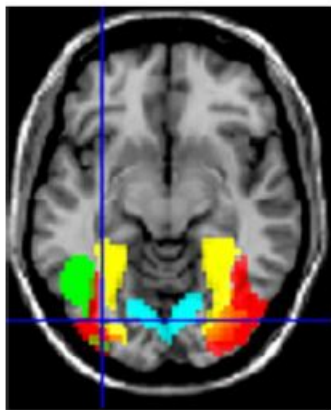
**Overcoming Dyslexia (2003)**  
88% have a phonological deficit



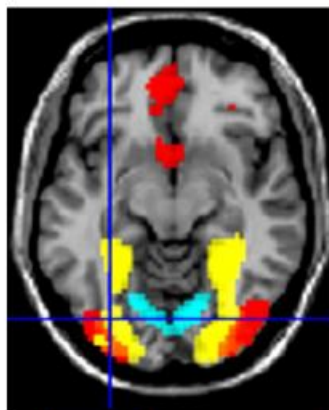


# Differences in Orthographic Processing Between Normal & Dyslexic Readers

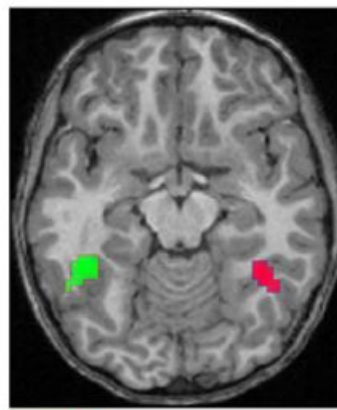
9 year old  
good readers



9 year old  
dyslexics

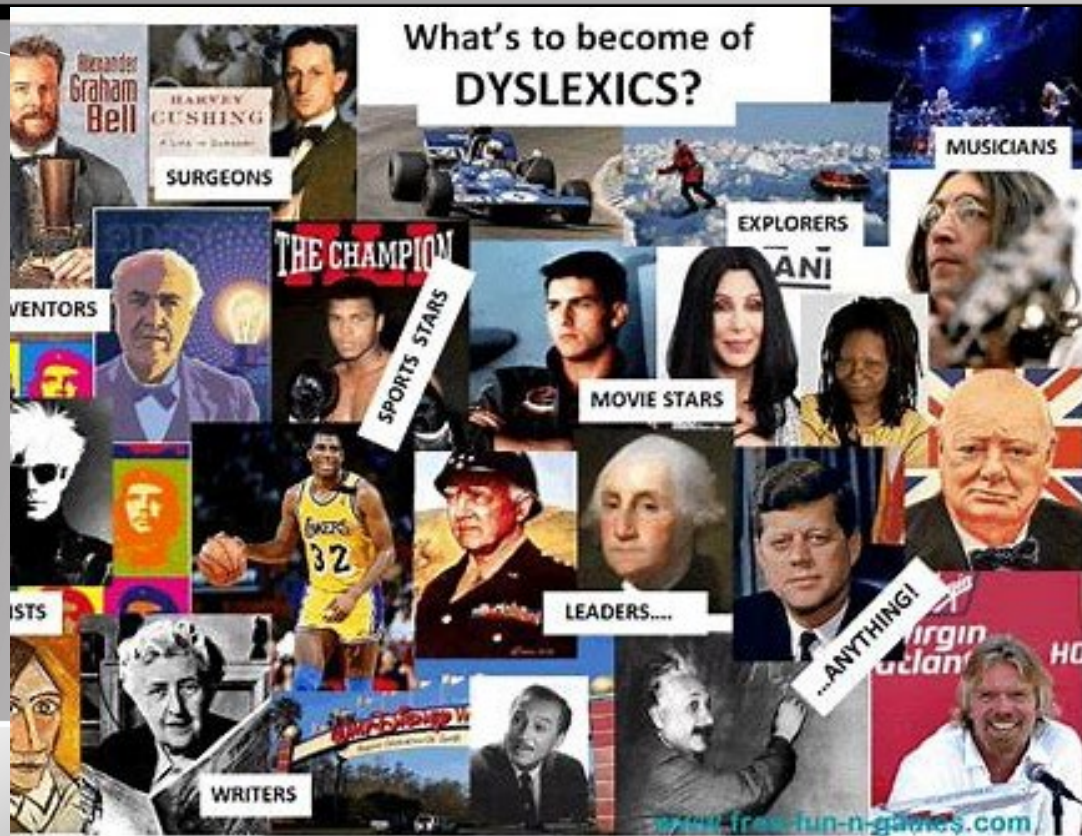


Greater activity in good  
readers than in dyslexics  
for words for faces



Words





# Famous People with Dyslexia

- Albert Einstein – despite an IQ of 160
- Actors and Entertainers: Jennifer Aniston, Orlando Bloom, Whoopi Goldberg, Salma Hayek, Cher
- Athletes: Muhammad Ali, Magic Johnson, Greg Louganis.
- Artists and Designers: Ansel Adams, Tommy Hilfinger, Pablo Picasso,

# Table Talk/Questions

Questions about definition? Questions about unique impact on you, your family, or in your career?



# DIAGNOSIS MEDICAL/EDUCATIONAL/ CLINICAL

# Clinical Diagnosis: Areas to Assess

Language Skills – Expressive & Receptive

Vocabulary

Phonological Awareness

Phonological Memory

Rapid Automatic Naming

Phonics Skills

Decoding - Real Words and Nonsense Words

Oral Reading Fluency – Word level, Sentence Level, Paragraph Level

Spelling

Written Language Sample\*

# Prevalence



20% OR ONE IN FIVE  
STUDENTS HAVE DYSLEXIA



FAMILY RISK (PARENT OR A  
SIBLING) IS HUGE!



IQ TESTS ARE NOT NECESSARY.  
TREAT FIRST IN INTERVENTION,  
TEST SECOND.

# Foundation to Reading



Phonemic Awareness



Fluency



Vocabulary



Comprehension

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

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts etc)

VOCABULARY  
(breadth, precision, links etc)

LANGUAGE STRUCTURES  
(syntax, semantics etc)

VERBAL REASONING  
(reference, metaphor etc)

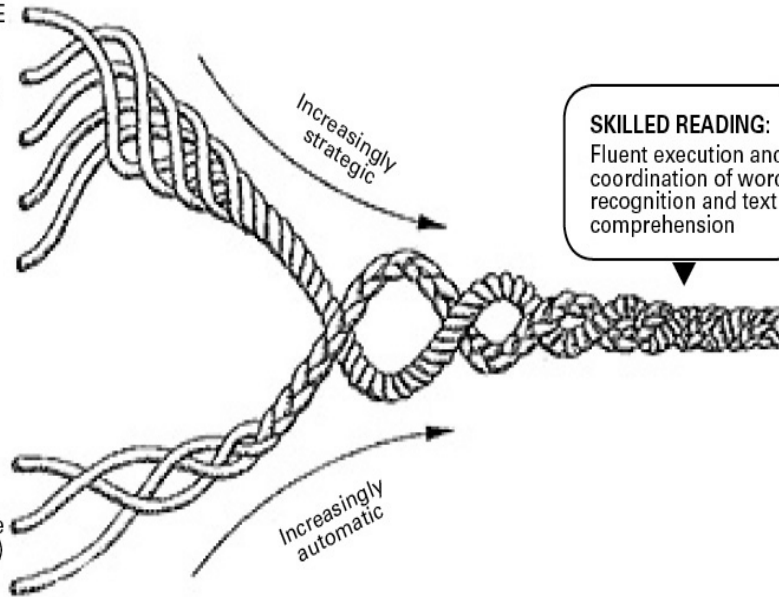
LITERACY KNOWLEDGE  
(print concepts, genres etc)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes etc)

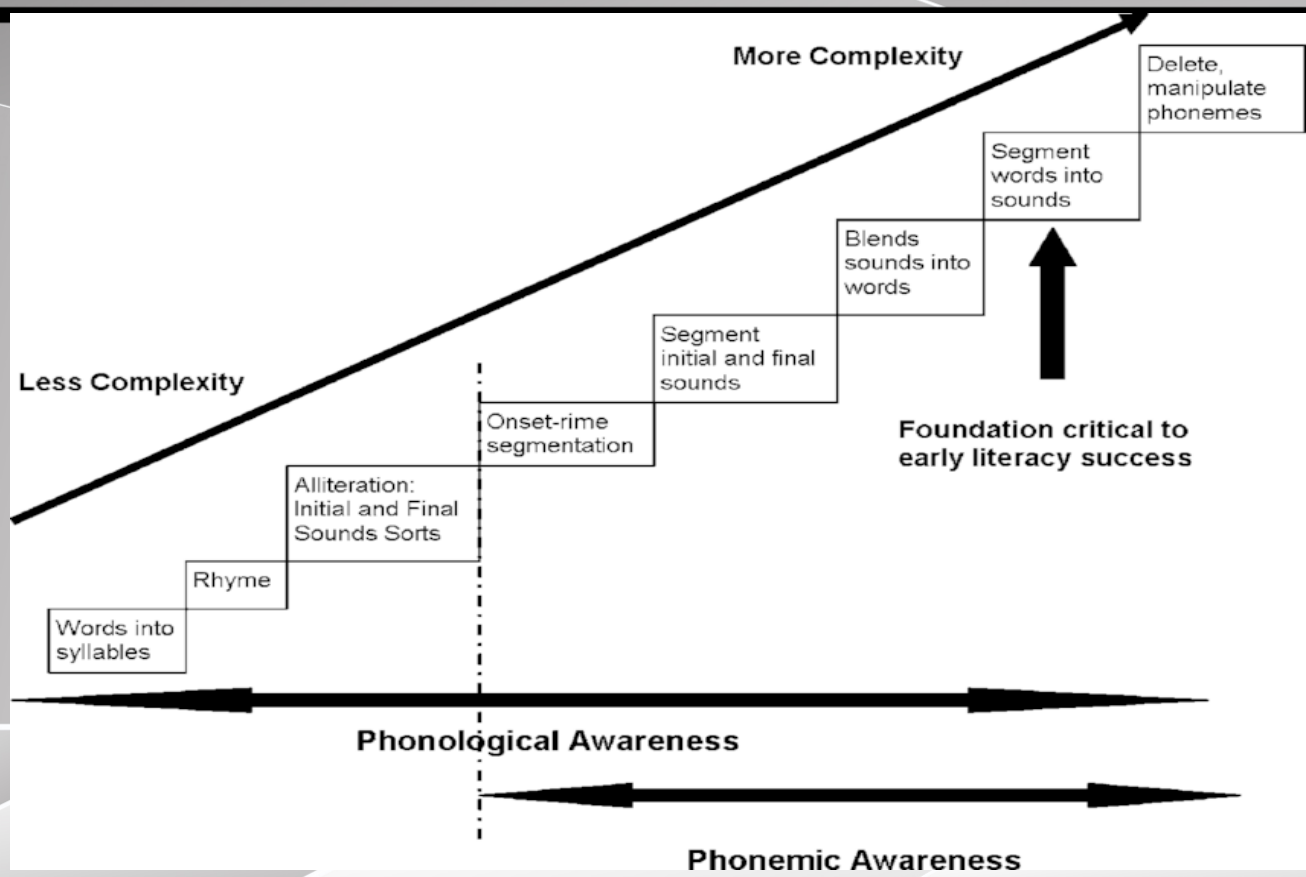
DECODING (alphabetic principle  
spelling-sound correspondence)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension





Acquisition: The accuracy level that students are able to perform a skill.

Rate: Quick, effortless manner students are able to perform a skill.

Generalization: Applying the skill in various contexts.

# Skill Deficit Learning Hierarchy

# Scientificallly Based Effective Reading Instruction Is:

## Teaching of multisensory structured literacy:

- Phonology and Phonological Awareness
- Sound-Symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

## Uses:

- Simultaneous Multisensory Teaching  
(**VAKT**=Visual Auditory Kinesthetic Tactile)
- Systematic and Cumulative Curriculum
- Direct Instruction (Explicit)
- Synthetic and Analytic Instruction
- Diagnostic Teaching

# Effective Instructional Components to Facilitate Acquisition

- “I do” “We do” “You do” Procedures
- Model skills
- Provide Prompts
- Provide Guided Practice
- Provide Corrective Feedback
- Provide Independent Practice

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Success in reading boosts self-confidence, which in turn fosters achievement.

