



Dyslexia

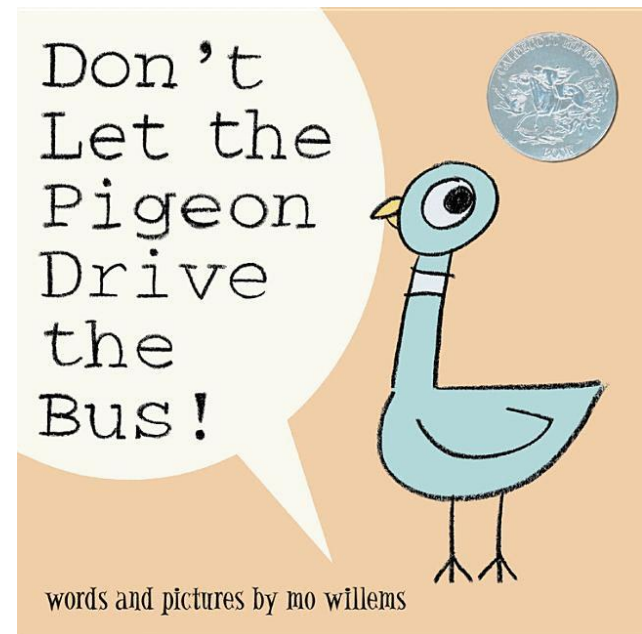
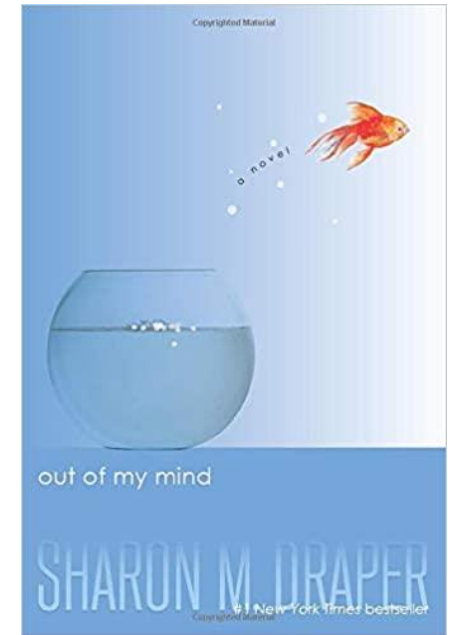


Tracy Whitlock, Ph.D.
Office of Special Services



Before we get started...

- Please mute your microphone.
- Post questions in the chat box.
 - FAQ will be created to address these questions.
- To receive credit for attendance, please send me an email with the name of your favorite children's or young adult book.





Take a moment to remember...



Agenda

- Dyslexia Myths
- National and State Landscape
- Definition
- Recognizing Characteristics of Dyslexia
- Literacy Practices
- Resources for Educators
- Resources for Families

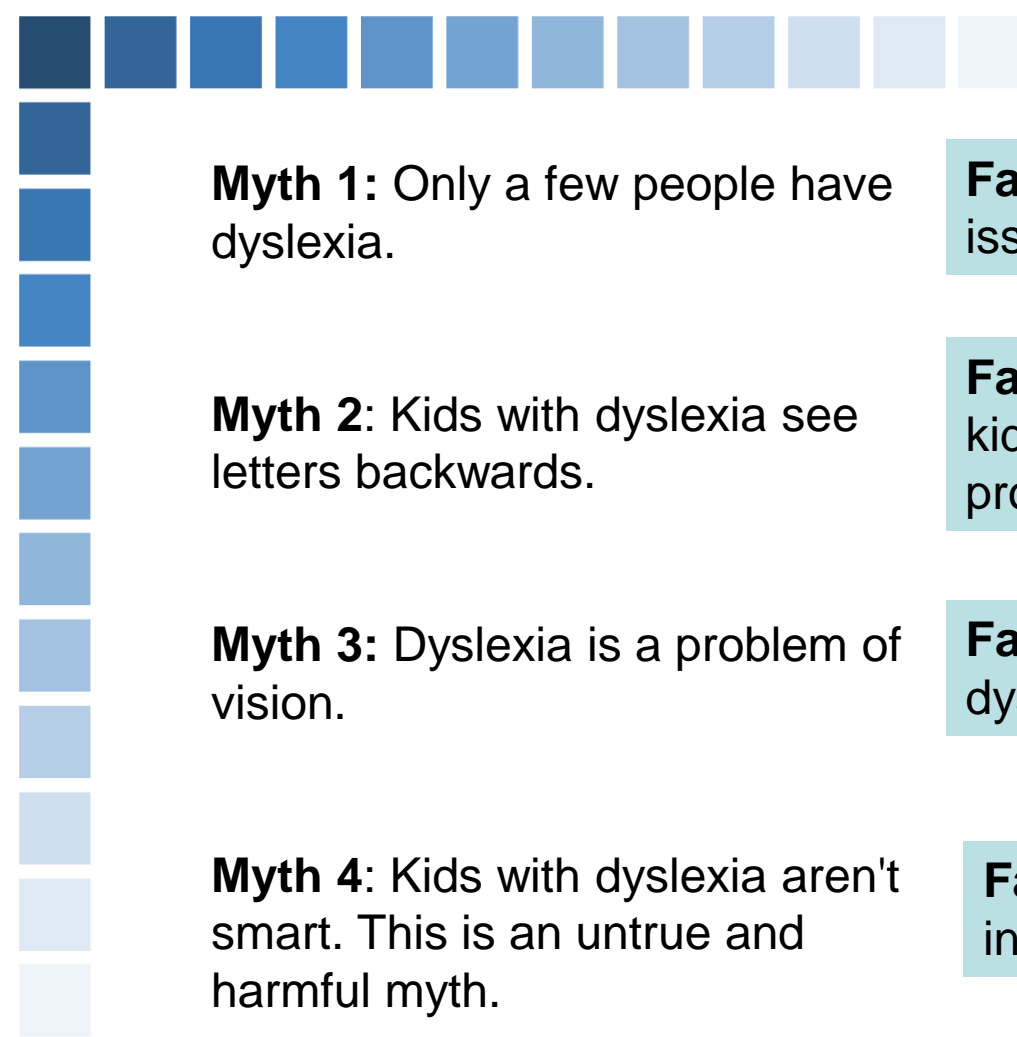


READ



Debunking Dyslexia Myths

Understood.org



Myth 1: Only a few people have dyslexia.

Fact: Dyslexia is a common learning issue.

Myth 2: Kids with dyslexia see letters backwards.

Fact: Dyslexia isn't a problem with how kids see letters and words. It's a problem with language.

Myth 3: Dyslexia is a problem of vision.

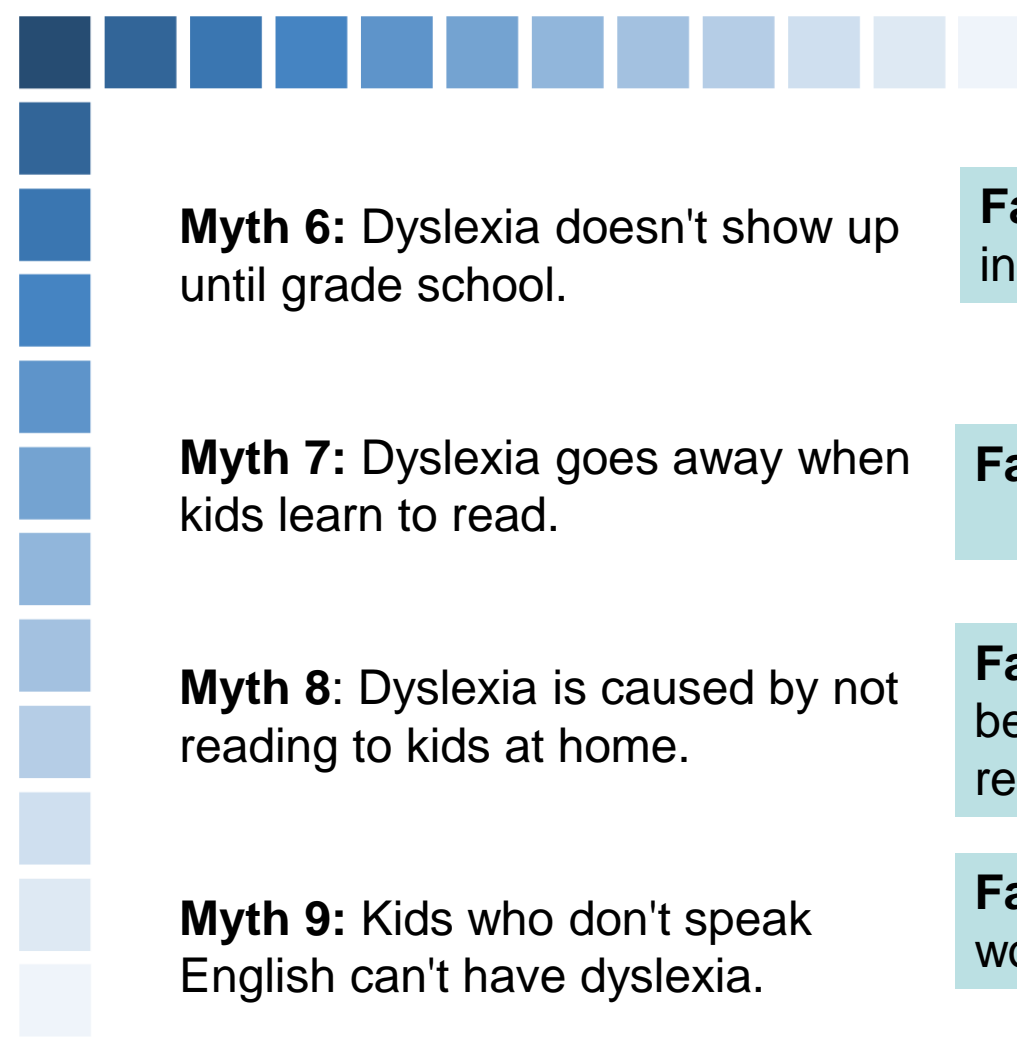
Fact: Vision problems don't cause dyslexia.

Myth 4: Kids with dyslexia aren't smart. This is an untrue and harmful myth.

Fact: Dyslexia has nothing to do with intelligence.

Myth 5: Kids just need to try harder to read.

Fact: Kids with dyslexia need the right instruction.



Myth 6: Dyslexia doesn't show up until grade school.

Fact: Signs of dyslexia can show up in preschool or even earlier.

Myth 7: Dyslexia goes away when kids learn to read.

Fact: Dyslexia is a lifelong issue.

Myth 8: Dyslexia is caused by not reading to kids at home.

Fact: Dyslexia doesn't happen because of lack of exposure to reading.

Myth 9: Kids who don't speak English can't have dyslexia.

Fact: Dyslexia exists all over the world, and in all languages.

Myth 10: Kids with dyslexia are lazy.

Fact: Kids with dyslexia are already trying hard.

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.

A secondary consequence may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.



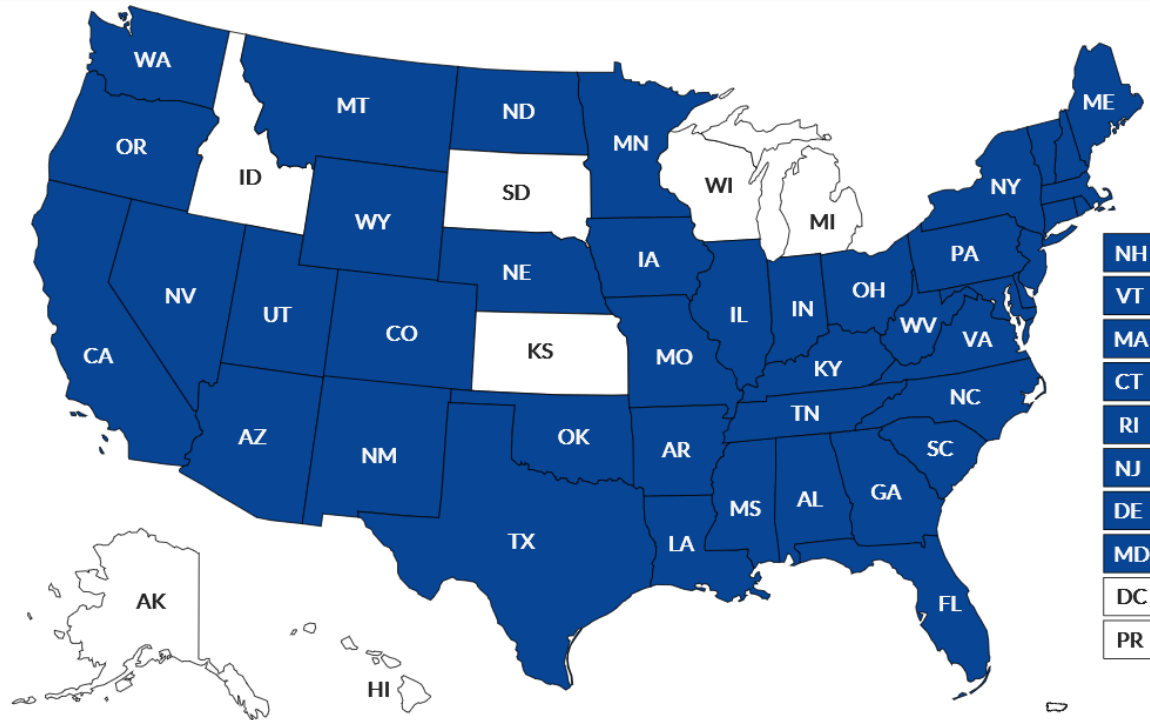
National Landscape

DYSLEXIA LEGISLATION

LEGISLATIONS

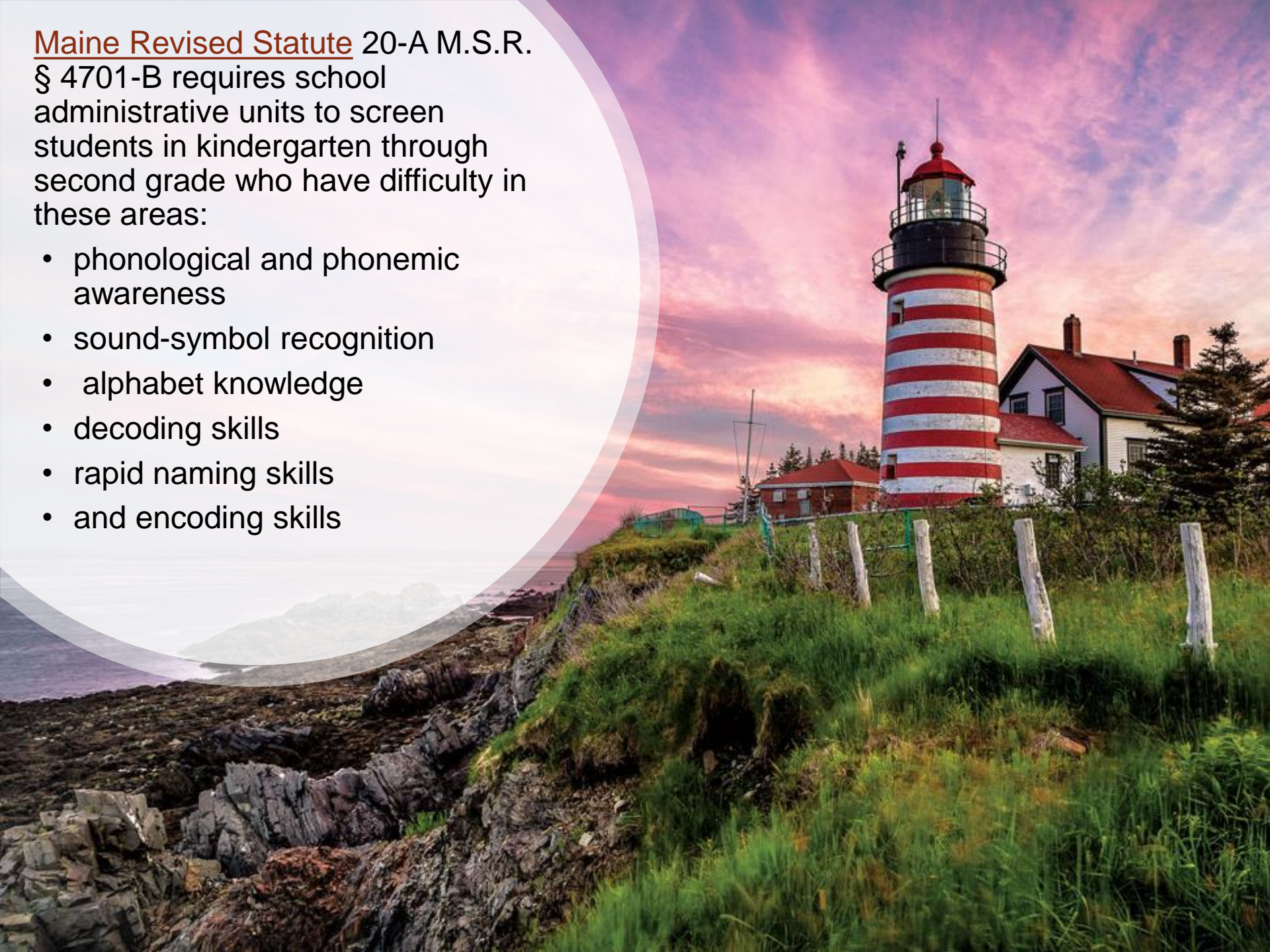
- legislation
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LITERACY SIMR



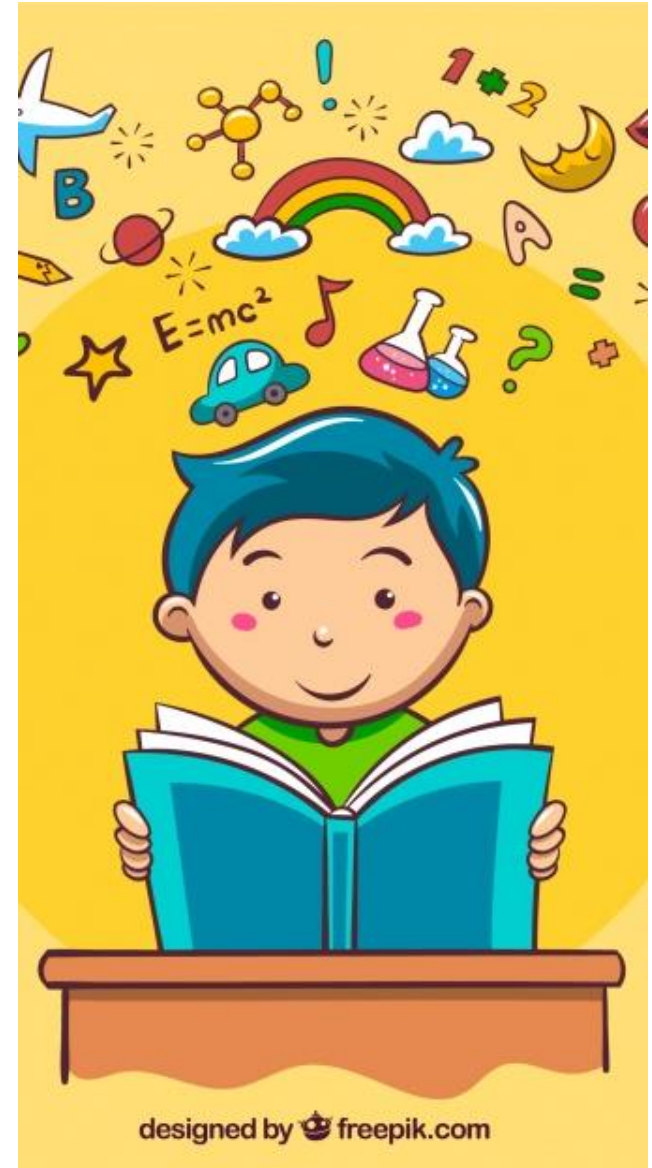
Maine Revised Statute 20-A M.S.R. § 4701-B requires school administrative units to screen students in kindergarten through second grade who have difficulty in these areas:

- phonological and phonemic awareness
- sound-symbol recognition
- alphabet knowledge
- decoding skills
- rapid naming skills
- and encoding skills



Recognizing Characteristics of Dyslexia

- Phonological & Phonemic Awareness
- Sound-Symbol Recognition
- Alphabet Knowledge
- Decoding
- Rapid Automatic Naming
- Encoding



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Preschool

- Nursery Rhymes
- Letter Names
- Own Name
- Persistent “baby talk”
- Rhyming Patterns
- Family History



Shaywitz, *Overcoming Dyslexia*

Kindergarten & 1st grade

- Reading errors that show no connection to the sounds of the letters on the page
- Does not understand that words come apart
- Complains about how hard reading is
- Cannot sound out simple words
- Does not associate letters with sounds



Shaywitz, *Overcoming Dyslexia*

Upper Elementary, Middle & High School



- Reading
- Writing
- Speaking
- Content Areas
- Social

Shaywitz, *Overcoming Dyslexia*



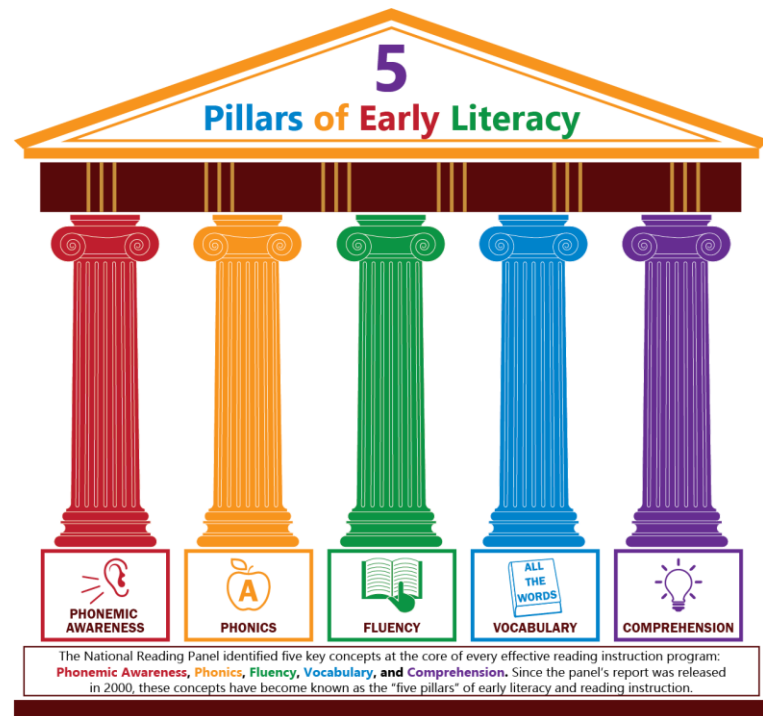
Universal Screeners

- What universal literacy screeners does your school or district use?
- Does it address
 - Phonological and phonemic awareness?
 - Sound-symbol correspondence?
 - Alphabet knowledge?
 - Decoding?
 - Rapid Automatic Naming?
 - Encoding?

Literacy Instruction

- Five pillars of literacy instruction
 - Phonological & Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

- Explicit and sequential phonics instruction



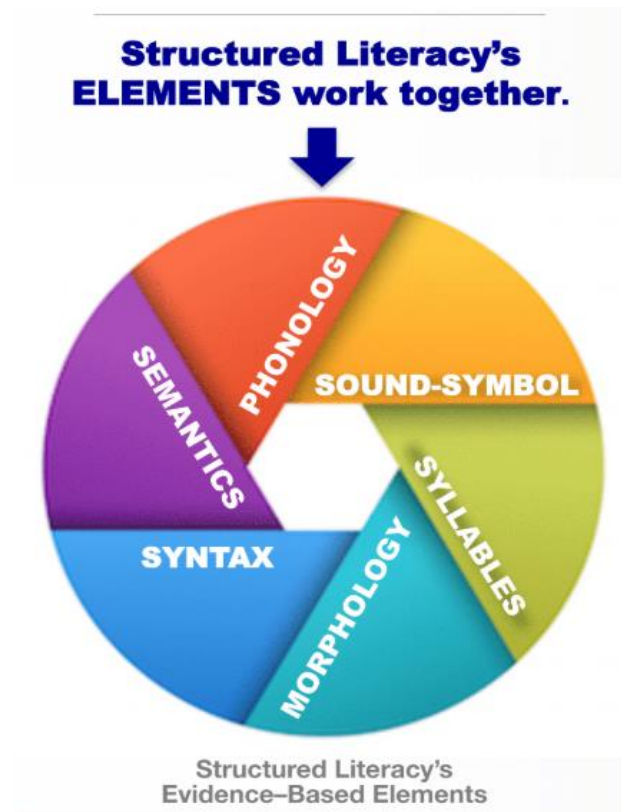


Structured Literacy Instruction Principals & Methods

- **Systematic and Cumulative**
- **Explicit Instruction**
- **Diagnostic Teaching**

International Dyslexia Association
dyslexiaida.org

Content of Structured Literacy





Strengths

- Memory for stories
- Puzzle solving skills
- Spatial reasoning
- Empathizers
- Imaginative
- Abstract thinkers
- Think outside of the box
- Critical thinkers
- Astutely analyze stories told or read to them

Resources for Educators

Federal Guidance
from the Office of
Special Education
Programs

5 Questions
Parents and
Educators Can Ask

Meeting the
Challenges of
Early Literacy
Phonics Instruction

Dyslexia in the
Classroom: What
Every Teacher
Needs to Know

Webinars

Reading 101: A
Guide to Teaching
Reading and
Writing

Dyslexia Modules

Resources for Families

- A Child Becomes a Reader
Navigating the School System
When Your Child is Struggling with
Reading or Dyslexia
- 5 Questions Parents and Educators
Can Ask
- What Every Family Should Know
- Children's Dyslexia Centers
- [Ten Things to Help Your Struggling
Reader](#)



Questions



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<https://www.maine.gov/doe/learning/specialed/initiatives>