The Basics of Dyslexia
Learning Invitations

1. Understand the meaning of Dyslexia and its characteristics
2. Identify systems to support students with Dyslexia
3. Explore the different Dyslexia resources in LA Unified
Learning Invitation #1

Understand the meaning of Dyslexia and its characteristics
The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Skilled Reading—fluent coordination of word reading and comprehension processes
What is Dyslexia?

• “Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties in accurate and/or fluent word reading 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).
Stop and Jot

Jot some of the ideas you collect from the video you will be watching.
What is Dyslexia?
Most Important Point

• Select the most important point from your circle map.

• Share your most important point with a partner.
We have learned that...

Dyslexia is a language-based disability. It’s not a problem with vision or intelligence.

Difficulty in phonological awareness is a key predictor of Dyslexia.

/\b\ ŋ\ /d/ dog

Brains of those with Dyslexia rely more on the right side of the brain and the frontal lobe. This is a neurobiological difference.

Those with Dyslexia can physically change their brain and improve their reading through a Structured Literacy Approach.

Those with Dyslexia respond to intensive multisensory intervention that breaks the language down and teaches them to decode.
Areas affected by Dyslexia:

- Phonological awareness and Phonics
- Fluency and Comprehension
- Spelling and Written Expression
- Social-Emotional Growth
### Characteristics of Dyslexia in Academics

<table>
<thead>
<tr>
<th>Students show poor decoding and spelling abilities</th>
<th>Students have difficulties with accurate or fluent word recognition</th>
<th>Students demonstrate difficulty in retaining rote information and word memory</th>
<th>Students’ spoken and written language can be affected</th>
</tr>
</thead>
</table>

Handout 2
EVERY CHILD’S PROFILE IS UNIQUE!

Student A: May struggle to decode but have strong comprehension skills.

Student B: May struggle with spelling but have strong decoding skills.

Student C: May struggle with fluency but have strong oral skills.
Characteristics of Dyslexia and Social-Emotional Growth

"It’s a bit frustrating when I’m reading and I miss some words. Or I read a word and I mistake it for another word. Or I’m reading a book and I am too focused on the reading and so I don’t take in the story."
–Emma, 9 years old

“When you don’t understand something it makes you feel so upset in front of the whole class, especially when everyone understands." –Leah, 14 years old
Quick Quiz
True or False?

Students with Dyslexia can learn to read and succeed because they can physically change their brains through intensive, structured, and multi-sensory intervention.

People with Dyslexia cannot read.
True or False?

Children will outgrow Dyslexia.

Dyslexia is a lifelong challenge. Early intervention matters.
Individuals with high intellectual ability can have Dyslexia.

Many highly intelligent people have Dyslexia.

True or False?
True or False?

Young children who reverse letters have Dyslexia.

Most children with Dyslexia will master letter-sound correspondences with practice. Not all individuals with Dyslexia reverse letters.
Dyslexia is a rare disorder.

About 1 in 5 people (some estimate 15-20%) of the population has mild to severe Dyslexia.
Dyslexia is NOT

- a condition due to lack of effort
- simply a problem of letter/word reversals
- caused by poverty or limited educational opportunity
- caused by developmental delay or speech/hearing impairments
- caused by ADD/ADHD
- a condition that will be outgrown (Dyslexia persists)
Learning Invitation #2

Identify systems to support students with Dyslexia
“Students who have Dyslexia are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports.”
## Multi-tiered System of Supports

<table>
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<tr>
<th>Category</th>
<th>Details</th>
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</table>
| **1-5% FEW** | • Intensive/Individual Academic and Behavior Supports (Daily)  
• Frequent Progress Monitoring (Weekly)  
• Highly targeted evidence-based supports with focus on small incremental learning steps |
| **10-15% SOME** | • Evidence-based instructional program and strategies for academics/behavior  
• Targeted intervention with more frequent progress monitoring  
• Problem solving teams available |
| **80% ALL** | • Core curriculum including supplemental aides and resources aligned to core  
• Core Instruction  
• Universal screening with progress monitoring |
Multi-Tiered System of Supports

Student is having difficulty with word-level reading decoding during instruction (Tier 1 support).

Student is not making adequate progress and is significantly below their grade level. Student may need to be referred for more intensive support or evaluation.

Student may receive an intervention focused on decoding (Tier 2 support) in addition to the reading instruction they receive in the general education classroom.

Student may receive an intensive intervention focused on decoding (Tier 3 support) instead of the instruction they receive in the general education classroom.

Multi-Tiered System of Supports

Stop, Think & Share: What do these supports look like in your class or school?
Tiered Instructional Supports in Elementary

**Tier 1**
- Benchmark Advance
- Benchmark Adelante
- Amplify Reading *(Title 1 Schools)*

**Tier 2**
Ancillary resources in wide distribution:
- Heggerty Phonemic Awareness *(Pre-K, K, Primary curricula in English & Spanish)*
- Interventions for Reading Success *Windmueller & Cimino*
- 95 Percent Group
- Daily 5 Structures & Strategies
- Amplify Reading *(Title 1 Schools)*

**Tier 3**
- 95% (smaller intervention groups)
- LANGUAGE! 4TH Ed. *Focus on English Learning* (core replacement program for grades 4 & 5 only)

**ELLP**
A structure for differentiation
School wide and grade level mixing to ensure foundational skills instruction is provided based on students’ needs
Tiered Instructional Supports in Secondary

Tier 1
(Varies from school to school)
- Collections (grades 6-12)
- Springboard (grades 6-12)
- StudySync (grades 6-12)
- myPerspectives (grades 9-12)

Tier 2
(Varies from school to school)
- HS-Various courses
- MS-Academic Literacy
  (School curriculum created)
- MS-Academic Literacy Cohort 1-up to 20 schools
  (Reader’s Apprenticeship Framework)
- HS-Enhancing Literacy Cohorts 1 & 2 up to 20 schools
  (Get Lit/Words Ignite)

Tier 3
- Read 180 Universal (grades 6-9)
- LANGUAGE! 4TH Ed.
  Focus on English Learning
  (core replacement program for grades 6-9 only)
Thinking About the Variability of Learners

Have I identified my struggling readers?

What are the areas in which my struggling readers have the most challenges?

What data do I have that shows the areas in which my students are challenged the most? (i.e., assessment results, artifacts, student work, running records, etc.)

How have I adjusted my Tier 1 instruction to address the different challenges my struggling readers face? (i.e., scaffolds, strategies)

What tiered supports have I provided to address the challenges my struggling readers face?

What interventions have I provided to address the challenges my struggling readers face?
### Students with Dyslexia have difficulty with:

<table>
<thead>
<tr>
<th>Phonological/phonemic awareness</th>
<th>Phonological decoding</th>
<th>Processing speed</th>
<th>Orthographic Mapping</th>
<th>Rapid Automatic Naming</th>
<th>Auditory Working memory</th>
<th>Retaining Rote Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking apart words into syllables</td>
<td>Matching letters to sounds “S” makes the ssssss sound</td>
<td>Time it takes a person to do a mental task</td>
<td>Ability to represent a printed word in memory and then to access the whole word pattern, a single letter, or letter cluster in that representation</td>
<td>How quickly a student can name aloud objects, pictures, colors, or symbols</td>
<td>Identify letter sounds and blend them in accurate sequence so that fluent reading can occur</td>
<td>Remembering information such as the times tables, months of the year, sight words, new vocabulary words, and names</td>
</tr>
<tr>
<td>Only auditory /k/a/p/</td>
<td>Ability to bring the sounds with the symbols (in this case the alphabet)</td>
<td>If we say the sound ‘s’ would you call it out as the letter “s”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hear and manipulate sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Classroom Profile

- Knows only 14 letters of the alphabet
- Forgets the sounds of the letters he knows
- Difficulty with multisyllabic words
  - Specific → Push-si-fic
  - Confuses letters and words that have similar sounds
    - Every → Efry
- Spells words just the way they sound
  - they → thay
- Reluctant to read aloud and guesses at multisyllabic words

In the end, they all have a core phonological deficit in common.
Reflection Time

• Think about your students who may demonstrate difficulty in one or more of the areas listed.

• Write their names in the areas below.

Note: A student's name may end up in more than one area.
Students who have Dyslexia are “general education students” first

- Can be educated in general education classrooms
- Benefit from a wide variety of supports
- Students with Dyslexia sometimes require special education
LAUSD Dyslexia Policy BUL 045788.0

Provides guidelines, raises awareness, and increases understanding of the characteristics of Dyslexia

Outlines a Multi-Tiered System of Supports (MTSS) for addressing Dyslexia in the general education program

Provides guidance on the assessment of students referred for a suspected disability, including Dyslexia, and for making recommendations on how to best address the unique educational needs of students
What if I suspect my student may be displaying signs of Dyslexia?

**Communicate**
Have a conversation with the student’s parents and leadership team regarding your thoughts and/or concerns about the student’s progress using different data points such as assessments and/or grades.

**SSPT Initial Meeting**
A Student Success and Progress Team meeting may be held to further discuss the student’s intervention plan(s) and supports.

**SSPT Follow-Up Meeting(s)**
A follow-up meeting is conducted to review the student’s progress.

**No Significant Progress?**
If after implementation of interventions and supports, the student does not make significant progress, then parents can be informed and they can request an evaluation.

**Parent Requests an Initial Evaluation**
Parent can initiate a request for an initial evaluation to determine whether the student has a disability.

**Timeline for Initial Evaluation**
The initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation (Title 34, Code of Federal Regulations, Section 300.301[b] and [c]).

**Evaluation Results**
Parent will be invited to meet with the school IEP team to discuss the results from the evaluation.

**IEP Decision**
The school IEP team will determine if the child will be provided with an Individualized Education Plan for a Specific Learning Disability.
Evaluation of Dyslexia = A thoughtful synthesis of all the data available

Adapted from Dyslexia Guidelines
INDIVIDUALIZED EDUCATION PROGRAM

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team?  ○ Yes  ○ No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

☐ Listening Comprehension  ☐ Basic Reading Skills  ☐ Oral Expression  ☐ Reading Comprehension
☐ Written Expression  ☐ Math Calculation  ☐ Math Reasoning  ☐ Reading Fluency
☐ Cognitive abilities including association, conceptualization and expression  ☐ Auditory Processing

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

☐ Attention  ☐ Visual Processing  ☐ Auditory Processing
☐ Cognitive processing

5. The Team agrees that the discrepancy is not primarily the result of:

☐ Limited school experience  ☐ Poor school attendance  ☐ Environmental, economic or cultural disadvantage
☐ Social maladjustment  ☐ Intellectually Disabled  ☐ Visual, hearing or motor impairment
☐ Unfamiliarity with the English language
Accommodations in an IEP may Include:

For homework assignments:
• reducing homework load
• allowing students to dictate their answers
• allowing typewritten work
• allowing extended time to complete assignments

For mathematics:
• allowing students the use of a calculator or graph paper
• teacher breaking assignments into smaller steps

For reading may include:
• access to audiobooks and text-to-speech software
• the teacher not calling on a student with Dyslexia to participate in oral reading, unless the student volunteers
• allowing extra time to complete reading assignments

For spelling:
• the teacher reducing the number of items on spelling lists
• providing access to spell-check and word prediction software, and not deducting points for spelling errors

For testing:
• providing students with Dyslexia with extra time
• allowing students to give answers orally
• providing a quiet testing area

For writing may include:
• providing a student with a scribe
• providing access to speech-to-text software
• offering written or digital copies of notes
• minimizing the need to copy from the board
• providing graphic organizers
<table>
<thead>
<tr>
<th></th>
<th>Share three key ideas you learned in this section</th>
<th>Share two ideas you want to explore more</th>
<th>Share one idea you have a question about</th>
</tr>
</thead>
</table>

Handout 7
Learning Invitation #3

Explore the different Dyslexia resources in LA Unified
District Resources and Supports for School Sites

- General Awareness module for all stakeholders
- Mandated Professional Development for all teachers
- Follow-Up online training for all teachers (Level specific for elementary and secondary)
- Website online resources for parents and teachers
- Parent trainings throughout all districts
Dyslexia General Awareness Module

My PLN

You can access the General Awareness Module through MY PLN

Handout 8
Deeper Dive into Dyslexia

Teachers will learn more about the meaning and characteristics of Dyslexia, gain a general awareness of reading and a Structured Literacy Approach, and explore academic and social-emotional strategies to support students with Dyslexia.
What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multifaceted, integrated efforts are used to develop students’ social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

https://achieve.lausd.net/Page/10277
California Dyslexia Guidelines – California Department of Education

Purpose: To assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting students with Dyslexia.

- Read the contents page and highlight 2 chapters you will commit to read.
- Share with a partner and tell them why you selected the chapters.
Dyslexia in the Classroom Toolkit

Purpose:

• provide classroom teachers with basic information about Dyslexia
• dispel some of the myths and misconception surrounding Dyslexia
• can increase teachers' capacity to ensure the success of the diverse group of learners in their classrooms

https://dyslexiaida.org/dyslexia-in-the-classroom/
Dyslexia Website

Take some time to review the resources available on the website.

How can you leverage the resources on the website?

https://achieve.lausd.net/dyslexia
Reflection Time and Commitment

• What are some next steps you will take?
• What commitment will you make to ensure Dyslexia is on everyone's radar at your school?
Let’s remember that our students are...

Thank you