What is Dyslexia?

Southern California Library Literacy Network

February 23, 2008

1. How Much do you Really Know About Dyslexia?
2. Definition of Dyslexia
3. What does Dyslexia look like?
4. What is the Recommended Treatment for Someone with Dyslexia?
5. Diagnostic Considerations

INTRO STORY

Why Our Children Can't Read, And What We Can Do About It

By Diane McGuinness, Ph.D.

The Jamesons were a model middle-class family. Jim and Pat were devoted parents to their three children, umpiring for little league, running car pools to diving lessons, dancing lessons, and soccer practice. They valued learning and read bedtime stories every night.

Their youngest son, Donny, started kindergarten after two years at a well-run preschool. Donny could recite the alphabet, write most of his letters, his first and last names, and could count to 2,000 if anyone would let him. In kindergarten and first grade, Donny

taught himself to read several simple books. He got an A on his report card for Language Arts. His teacher said he was the "best reader in the class."

In second grade the words got longer. Donny had trouble remembering all of them. He began to ask his friend, "What does this word say?"

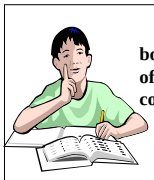
He would try to memorize it for the next time he saw it in a story. As the year went by, he had to ask his friend more and more often.

Second Grade
211,000

Fifth Grade
1,080,000

Tenth Grade
2,300,000

Source: The 90% Reading Goal, **Fielding, Kerr, Rosier, Pg. 4.**



In third grade the words got longer still. The books had more pages. He had to guess so many of the words when he was reading that he couldn't make sense of the story.

Pat spent more time listening to Donny read and correcting his mistakes as they went along. Despite this extra tutoring, Donny's reading did not improve. And, by now she had discovered that Donny could memorize the week's spelling words only long enough to pass the test, but forgot them completely only days later.

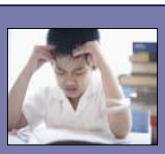
Donny was a now a year and a half behind in reading, two years behind in spelling, yet had an IQ of 124.

The parents found a tutor in the Yellow Pages. The cost was $80.00 an hour; the person was kind and patient, but knew as much about how to remediate reading problems as Pat and Jim.

The tutor merely listened to Donny read and corrected his mistakes.

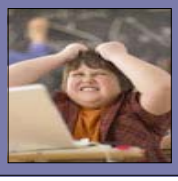
"The psychological, social, and economical consequences or reading failure are legion. If you do not learn to read and you live in America, you do not make it in life."

--Dr. Reid Lyon, Chief, Child Development and Behavior Branch, NICHD



QUESTION:

What percentage of fourth graders cannot read at grade level?



"Students who fall behind in reading and writing **DO NOT** catch up unless or become fluent readers unless given intensive, systematic, and expert help."

-Lyon, 1996; Torgeson, Wagner, Rashotte, Alexander and Conway, 1997.

"NICHD studies show that 90 – 95% of reading impaired children CAN overcome their difficulties if they receive appropriate treatment from an early age…"

What do you know about dyslexia?

What is dyslexia?

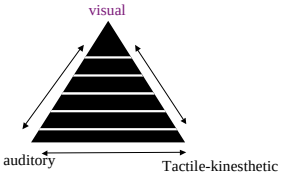
What does dyslexia look like?

What type of intervention should happen for those identified as dyslexic?

1. Make Learning Multisensory

What are the learning pathways?

The Language Triangle



Using these three senses simultaneously facilitates students' abilities to learn and recall information.

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2. Explicit, Systematic, and Cumulative

- Explicit instruction means what?

- The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step is based on material already learned.
- Once a skill is taught, it is never dropped.

Order of Introduction:

1. a, b, c (cat), f, h, l, j, k, m, p, t, i
2. g (goat), o, r, l, n, u, x, e, s, d, w, qu, y, v, z
3. Digraphs: ch, wh, sh, th

1. fib	6. foz
2. bog	7. fath
3. pat	8. sep
4. shut	9. poth
5. wish	
	10. code
	11. vome

4. Silent E Syllables:

HOP →
HOPE

5. Digraphs and Trigraphs (Blends)

bl- spr- -nd -nch

1. close
2. swish
3. mend
4. swipe
5. graft
6. shrimp
7. craft
8. shrent
9. flosk
10. sprinch

6. VC/CV

napkin

tonsil

reptile

7. VC/CV with blends

pumpkin

lobster

A Sequence of Introducing Graphemes

single consonants

short vowels = ***closed syllable*** (VC)

(VC/CV) Syllable Division

qu

th², sh, ch, wh = digraphs

long vowel = ***magic E syllable*** (VCE)

ph = /f/

consonant blends (initial and final)

(VC/CCV) Syllable Division

consonant clusters

s, l, f, z - Spelling Rule #1

long vowel = ***open syllable*** (V)

(V/CV) (VC/V) Syllable Division

s² = /z/

y⁴ = (y as a vowel)

-ck (address final, -k, -c)

ang, ing, ong, ung, ank, ink, onk, unk (short vowel endings)

long vowel = ***vowel team syllable*** (VV)

Major Vowel Teams

ai, ay

ee, ea

oa, ow

miscellaneous long vowel syllable (VCC)(VVCC)

ild, ind, old, ost

ar = /ar/ ***R control syllable*** (VR)

or = /or/ R control

-tch (address final position, ch)

er, ir, ur = /er/ R control

schwa = /ŭ/ or /ĭ/

-ing (suffix)

-ed³ = /d/, /t/, /ed/ (suffix)

soft c (ce, ci, cy) = /s/

soft g (ge, gi, gy) = /j/

-dge (address final position, -ge)

-ly = /lē/ (suffix)

ea² = /ĕ/ (short vowel sound)

l-l-l Doubling - Spelling Rule #2

s, u, v, z - (may need an e)

igh = /ī/ mlv

eigh=/ā/ mlv

ch² = /k/

ie = /ē/ Minor Vowel Team

Consonant + le Syllable (-cle)

Silent E - Spelling Rule #3

ie² = /ĭ/ Minor Vowel Team

Sequence of Introducing Graphemes, continued…

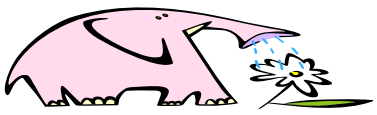
ue = /ū/ Minor Vowel Team	wor = /wer/ R Control
Diphthongs (V/V)	ui, eu = /oo/ diphthong
oi and oy = oi diphthong	war, quar = /wor, quor/ R control
ou and ow = /ou/ diphthong	arv, erv, errv, arrv = /air/ R control
oo and ew = /oo/ diphthong	eu² = /ū/ /oo/ Vowel Team and diphthong
au and aw = /au/ diphthong	ew² = /ū/ /oo/ Vowel Team and diphthong
y to i– Spelling Rule 4	ou³ = /ō/ Minor Vowel Team
-tion (suffix)	-mb, -mn = /m/ (silent letter)
-sion² /shun/ /zhun/ (suffix)	wr, rh = /r/ (silent letter)
Oar, ore = /or/ R Control	kn, gn = /n/ (silent letter)
Air = /air/ R Control	oe = /ō/ Minor Vowel Team

Sequence of Introducing Graphemes, continued…

ear³ = /ear/, /er/, /air/ R Control	our³ = /our/, /er/, /or/ R Control
augh, ough = /au/ diphthong	V/V Syllable Division
-ckle = cle	gh² = /g/, /f/
-stle = /sle/	ou³ = /ŭ/ (short vowel sound)
Ue, u-e = /oo/ diphthong	gue = /g/
Ei, ey = /ē/ Minor Vowel Team	i = /ē/ (connective)
ou² = /oo/ diphthong	i = /y/ (connective)
-ar, -or = /er/ Suffix	-que = /k/
Ei², ey² = /ā/ Minor Vowel Team	sc = /s/ (silent letter)
ch³ = /sh/	ps = /s/ (silent letter)

3. Diagnostic and Prescriptive

Individualized teaching
is based on
careful and continuous
assessment
of the individual's needs



4. Cognitive

Based on logic and reasoning

At school, spelling is taught as a memorization skill. The dyslexic student must learn it as a thinking skill.

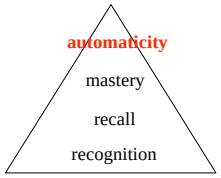
"Words with /U/ and /oo/"

1. bloom
2. ruler
3. broom
4. usual
5. roof
6. few
7. used
8. loose
9. whose
10. glue
11. clue
12. rescue
13. movie
14. human
15. avenue
16. dew
17. flute
18. due
19. tune
20. beautiful
21. through

Cook, Farnum, Gabrielson, & Temple, 1998, Page 28. As found in Birsch text, page 227.

5. Taught to Automaticity

Four levels of learning:



It must be recognized that the learner needs to internalize each concept learned as the basis for further learning.

6. Emotionally Sound

"Confidence in one's ability cannot be developed if trying brings about failure too often."

- **Success orientation**
- **Isolated reading and spelling**

Students are never asked to read or spell anything that has not been directly taught and practiced.

- **Confidence**
- **Fluency**

Orton-Gillingham

Lindamood-Bell (LiPS)

The Slingerland Institute

Wilson Language Training

Spalding Education Foundation

Sonday System

Susan Barton

DIAGNOSTIC CONSIDERATIONS

The Inland Empire Branch of The International Dyslexia Association

www.dyslexia-ca.org

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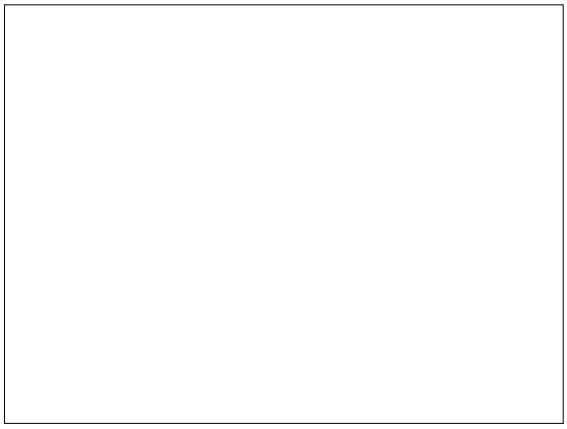
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