

**DYSLEXIA TRAINING FOR
TEACHERS OF READING
AND OTHER IMPORTANT STAFF
MEMBERS**

WHY ARE WE HERE?

- NJDOE requires a minimum of 2 hours of Professional Development each year for all teachers of reading. This includes K-3, special education, basic skills, ESL, reading specialists, learning disabilities teacher consultants, and speech language specialists. (A3606)
- This professional development will discuss screening, intervention, accommodations, and the use of technology for students with reading disabilities, including dyslexia.

PERCENT OF STUDENTS SHOWING SOME SIGNS OF DYSLEXIA

**15 to 20 percent of the
school population have some
symptoms of dyslexia.**



PURPOSE OF THE LAW

The purpose of this law is to **IDENTIFY** students who are struggling with reading, provide **INTERVENTIONS**, and **DOCUMENT** their progress to help them become better readers.

It is not to refer every struggling student to the **CST**.



A COMPUTER ANALOGY...

**You stored something
on your computer.**

Now where did you put it?



DYSLEXIA...

- Is a lifelong challenge that people are born with
- Is hereditary
- Is a neurological disorder that causes children and adults' brains to process and interpret information differently
- Is **NOT** a sign of poor intelligence or laziness

WHAT IS DYSLEXIA?

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.

Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(A3608)



SOME COMMON WARNING SIGNS: PRE-K TO GRADE 3

- ✓ Difficulty reading single words
 - ✓ Difficulty learning the connection between sounds and letters
 - ✓ Confusing small words
 - ✓ Letter and word reversals
 - ✓ Family history
 - ✓ Making and keeping friends
 - ✓ Understanding rhyming words
 - ✓ Recognizing words that start with the same sound
 - ✓ Difficulty remembering names of places and people
 - ✓ Repeating what has been said
 - ✓ Learning to copy
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DIAGNOSING DYSLEXIA

FIRST LINE OF DEFENSE: CLASSROOM TEACHERS

- **Screening Law A3605**
- **Requires each school district screen students who have exhibited one or more potential indicators of dyslexia or other reading disabilities, no later than the student's completion of the first trimester of second grade effective this school year.**
- **DRA2 (More to come)**

WHAT COMES NEXT? I&RS AND CST

- **Express concerns to your guidance counselor; parents informed**
- **Discuss concerns and observations at I & RS meeting**
- **Interventions will be recommended**
- **CST will decide if an evaluation is needed**

WHAT HAPPENS ONCE A CHILD IS REFERRED TO THE CHILD STUDY TEAM (CST)?

- ✓ Parents are contacted for a planning meeting with the CST
(LDTC, school psychologist, school social worker)
(speech/language therapist if speech is a concern or for PSD)
- ✓ Parents and teachers discuss concerns
- ✓ CST explains the types of testing
 - IQ Score, Achievement Testing, Social History

WHAT IS A SPECIFIC LEARNING DISABILITY?

Description of a Specific Learning Disability from NJ Administrative Code: Title 6A, Chapter 14 (as of the amendment made 12/6/10)

SLD is one of 14 areas in which a student can be found eligible for special education services.

12. “Specific learning disability” corresponds to “perceptually impaired” and means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia.

SLD CONTINUED...

A specific learning disability can be determined when a severe discrepancy is found between the student's current achievement and intellectual ability in one or more of the following areas:

Basic Reading Skills

Reading Comprehension

Oral Expression

Listening Comprehension

Mathematical Calculation

Mathematical Problem Solving

Written Expression

Reading Fluency

Notice there is no category of Dyslexia. Dyslexia would fall under one of the other areas.

DIAGNOSING DYSLEXIA

There is **NO** one single test used to diagnose dyslexia.

A series of tests (or subsections of tests) is used in the following areas...

Expressive oral and written language

Receptive oral and written language

Intellectual functioning

Cognitive processing

Rapid Auto Naming (RAN)


Phonological Processing

Word Reading


Pseudoword reading (decoding nonsense words)

THE BEST INTERVENTION

The best intervention for a struggling reader is **direct instruction** that is *systematic, sequential, intensive, comprehensive, and multi-sensory.*



ACCOMMODATIONS FOR STUDENTS

- Repeat directions (Step by Step)
 - Multi sensory approach (VAKT= Visual, Auditory, Kinesthetic, Tactile)
 - Maintain daily routines
 - Daily review of previous learning
 - Extra time to complete assignments
 - Help with note taking (graphic organizers)
 - Oral testing
 - Books on tape/ Assistive technology
 - Have student turn lined paper vertically for math
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OVERCOMING DYSLEXIA

WHAT WORKS BEST!

- **Multisensory approach to learning**
- **Instruction needs to be explicit, systematic, and structured**
- **One to one is best**
- **Helpful to have outside therapists**

WHAT WE CAN DO...

- **Schools implement modifications and accommodations**
- **Teach alphabetic patterns**
- **Continue to reinforce CCSS Foundational Skills**