


Conquering Dyslexia

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 @janhasbrouck

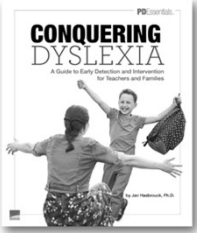
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CONQUERING Dyslexia

A Guide to Early Detection and Intervention for Teachers and Families

Jan Hasbrouck, Ph.D.

- Ch. 1 What is Dyslexia?
- Ch. 2 What are the Signs to Look For?
- Ch. 3 Assessing Dyslexia
- Ch. 4 Teach Students to Read: How
- Ch. 5 Teach Students to Read: What
- Resources for Dyslexia
- Glossary & References




**Benchmark Education
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www.benchmarkeducation.com

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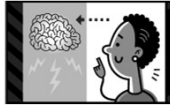
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What is **DYSLEXIA?**

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Dyslexia?



- Reversals b/d p/q
- Reading backwards
- Text moves on the page
- Eye or vision issues
- Boys more than girls
- Need to try harder

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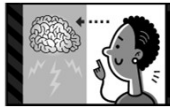
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"Defining dyslexia has been
confusing-- because
**explanations keep
changing**
as the research advances."

Mark Seidenberg (2017)

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Dyslexia Research



Medicine

- Neuroanatomy
- Neurobiology
- Pediatrics
- Developmental cognitive neuroscience
- Ophthalmology & optometry

Psychology & Education

- Cognitive psychology
- Educational psychology
- Special education
- Developmental cognitive psychology
- Audiology & speech pathology

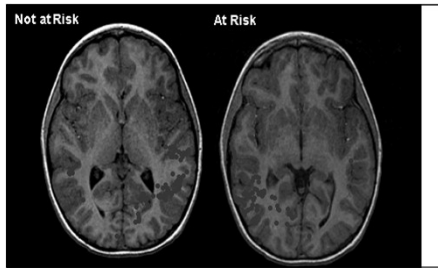
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Magnetic Source Imaging
Magnetoencephalography
Functional magnetic-resonance imaging

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5 Year Olds Before Learning to Read



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Dyslexia

- Not a visual/spatial issue: **AUDITORY!**
- Varies in intensity and impact (mild to severe)
- Genetic
- Can affect speaking fluency (processing, storing, accessing)
- Emotional consequences; confidence
- Perhaps 15% of the population (?)

The International Dyslexia Association

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“Reading is a highly complex task that involves many interconnected and codependent linguistic processes that draw upon a variety of separate skills.”

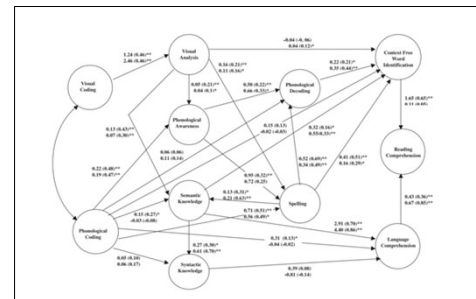
Hasbrouck & Glaser (2019)

“The Simple View of Reading”

$$RC = LC \times D$$

Gough & Tunmer (1986)

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Vellutino, F. R., Tunmer, W. E., Jaccard, J. J., & Chen, R. (2007). Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development. *Scientific Studies of Reading*, 11.1, 3-32.

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The Simple View of Reading

Gough & Tunmer (1986)

$$RC = LC \times D$$

Reading Comprehension = Language Comprehension X Decoding

↓ ↓

Ability to understand spoken language Ability to decode and recognize words

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IDENTIFYING & DIAGNOSING

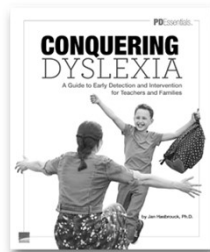
students with
dyslexia

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"...there is an understandable, urgent wish to diagnose [dyslexia] quickly and definitively. Unfortunately, such a measure does not exist." p. 53

Ch. 2 Telltale Signs

Ch. 3 Screening for Dyslexia
Diagnosing Dyslexia



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Signs for Parents to Look For

Phonological Awareness: the ability of the brain to notice, identify, and ultimately manipulate the units of oral language— whole words and word parts.

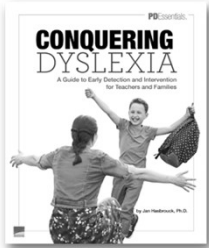
Phonemic Awareness: the ability to notice, identify and manipulate individual sounds (phonemes) in spoken words.

MAY have difficulty:

- Pronouncing words
- Learning the alphabet, letters
- Hearing and producing rhymes
- Noticing sound or letter patterns ("mommy" and "moon" both have /m/)
- Retrieving words when speaking

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“Early screening is so important for our students with dyslexia... it begins the process of quickly connecting students with the powerful interventions that can help them overcome dyslexia, or even prevent it from ever being a factor in their lives.”



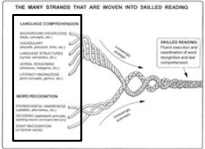
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dyslexia assessment → intervention

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Diagnostic Assessments?

- Phonological/Phonemic Awareness
- Word Identification: Phonics/Decoding
- Automatic Word Recognition (Sight Words)
- Reading Fluency (accuracy, rate, expression)
- Spelling
- Handwriting
- Language Proficiency
- Listening Comprehension



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Dyslexia Diagnostic Checklist

	Concern? Y/N	Mild	Moderate	Severe
Phonological/Phonemic Awareness				
Phonics/Decoding				
Automatic Word Recognition (Sight Words)				
Reading Fluency				
Listening Comprehension				
Spelling				
Handwriting				
Language Proficiency				
Family History				
Appropriate Instruction/Intervention				

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Share Diagnostic Results

Children diagnosed with dyslexia benefit by receiving:

- a clear and understandable explanation of their diagnosis
- on-going family support
- appropriate intervention provided as early as possible

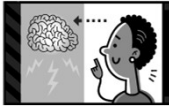
Livingston, Siegel, & Ribary (2018)

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TEACHING
students with
dyslexia

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“...reading is not learned in the same way we learn to talk.”

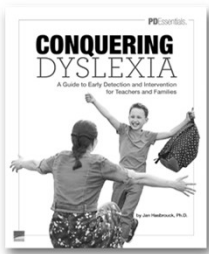
Learning to read requires “...building a new circuit linking the visual code to existing neural systems for language...”

Dr. Mark Seidenberg
Language at the Speed of Sight (2017)

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“Effective early intervention is like building better fences at the top of the cliff, rather than parking ambulances at the bottom.

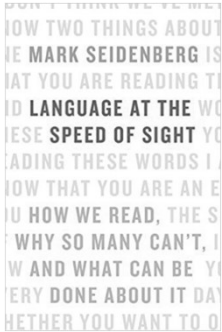
The best early intervention is effective instruction.”



Pamela Snow, Ph.D.
August 3, 2019

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“How do children learn to read?...

The answer is the same for all children.

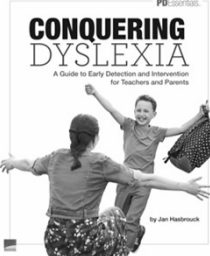
Cultural, economic, and educational circumstances obviously affect children’s progress, but what they need to learn does not change.”

Mark Seidenberg (2017)

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"The most ethical and prudent action is to provide all children with the most effective reading methods...thereby accelerating the process of all children and minimizing the likelihood that any child will struggle to learn to read."

Buckingham & Castles (2019)

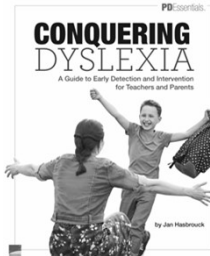


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Structured Literacy p.101-112

- *Comprehensive
- *Systematic
- *Explicit
- *Intensive
- *Multimodality


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p. 101-112

- *Comprehensive**
Designed to cover essential foundational components of reading + advanced skills & knowledge
- *Systematic**
Carefully designed scope & sequence
- *Explicit**
Effectively delivered with clarity & intention; gradual release of responsibility
- *Intensive**
Focus, purpose, active engagement
- *Multimodality**
Using all sensory modalities *directly related to reading/writing skill development*

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Virtual Instruction

- Good instruction is good instruction!
- BUT: So many variables!
- Stress & trauma
- New learning vs. holding on?

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