

RISE Arkansas

An informational newsletter exploring the Science of Reading in Arkansas

October 1, 2021 Issue 8



Inside this issue - Dyslexia



October is National Dyslexia Awareness Month



Dyslexia is one of the most common learning disabilities.

How are the characteristics of dyslexia identified?

Characteristics of dyslexia might be identified using assessments that measure:

- phonological processing,
- letter knowledge,
- letter-sound knowledge,
- decoding, and
- spelling.

October is National Dyslexia Awareness Month. Dyslexia is a type of learning disability that impairs a person's ability to read despite normal intelligence. Dyslexia is one of the most common learning disabilities. As many as 15-20% of the population will exhibit symptoms of dyslexia, but with awareness and early effective intervention, most can learn to read.



Dyslexia is not a visual problem.

Dyslexia is not seeing letters or words backwards.

Dyslexia is not words moving around on the page.

Dyslexia is not a lack of intelligence.

Dyslexia is not a lack of motivation or laziness.

Dyslexia

is a specific learning disability,



is neurological in origin, (It is a disability in the brain, not in the eyes.)



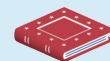
is characterized by difficulties with accurate and fluent word recognition,



is characterized by poor spelling and decoding abilities,



is a deficit in the phonological component of language, and



is often unexpected in relation to other cognitive abilities.



HOW ARE ARKANSAS SCHOOLS HELPING WITH DYSLEXIA?

Arkansas requires all public schools, including charter schools, to screen students for characteristics of dyslexia. If characteristics of dyslexia are identified, then the school must provide dyslexia intervention.

DID YOU KNOW?

- All students in kindergarten through second grade will be screened to predict risks of reading difficulties.
- Any student in grades three and above with reading difficulties will also be given an initial screener.
- Students do not have to qualify for special education to receive dyslexia intervention.

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Not every poor reader is dyslexic, but every dyslexic student is a poor reader.
– Eric Tridas

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Do all individuals who struggle with reading have dyslexia?



Individuals can struggle with reading for different reasons, but in order to confirm or rule out dyslexia, the student **must** be provided explicit, systematic instruction to see how he or she responds.

Some individuals will receive instruction and master the skills showing no additional deficits in reading or spelling. This would indicate the difficulty was likely not dyslexia.

Others will make progress in some areas but have persistent difficulties in areas like fluency or spelling.

Dyslexia exists when an individual exhibits persistent difficulties in spite of intensive instruction from an trained interventionist.

WHAT DOES DYSLEXIA INTERVENTION LOOK LIKE?

Dyslexic students need instruction that is:

Explicit

Instruction that is clear and direct. Teachers explain concepts thoroughly, provide many chances to practice new learning, and give immediate, corrective feedback.

Systematic

A carefully planned sequence for instruction.

Cumulative

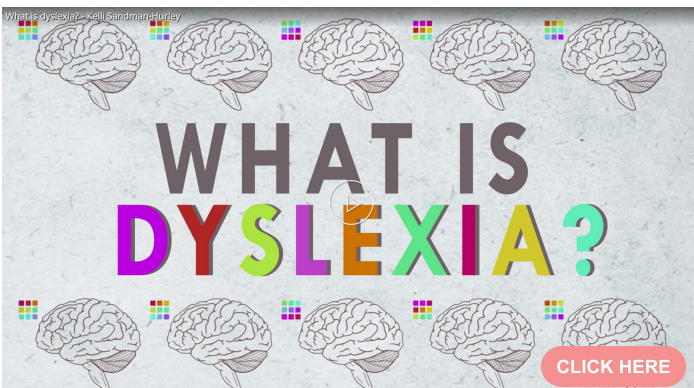
Concepts are reviewed continually. Practice is based on concepts previously learned.

Sequential & Incremental

Manageable Steps

Data Driven

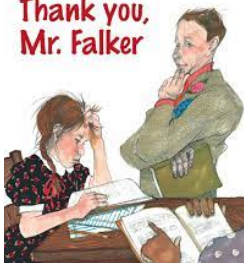
Teachers use information about the students to inform teaching and learning.



CHILDREN'S BOOKS ABOUT DYSLEXIA

PATRICIA POLACCO

**Thank you,
Mr. Falker**



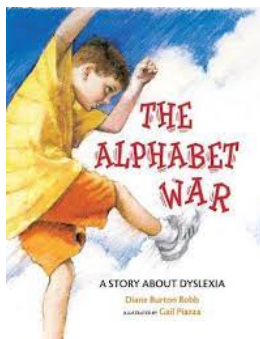
The real-life, classic story of a dyslexic girl and the teacher who would not let her fail. Patricia Polacco is now one of America's most loved children's book creators, but once upon a time, she was a little girl named Trisha starting school. Trisha could paint and draw beautifully, but

when she looked at words on a page, all she could see was jumble. It took a very special teacher to recognize little Trisha's dyslexia: Mr. Falker, who encouraged her to overcome her reading disability.



Ally has been smart enough to fool a lot of smart people. Every time she lands in a new school, she is able to hide her inability to read by creating clever yet disruptive distractions. However, her newest teacher Mr. Daniels sees the bright, creative kid underneath the trouble maker. With his help, Ally learns not to be so hard on herself and that

dyslexia is nothing to be ashamed of. As her confidence grows, Ally feels free to be herself and the world starts opening up with possibilities. She discovers that there's a lot more to her—and to everyone—than a label, and that great minds don't always think alike.



When Adam started kindergarten, the teacher wanted him to learn about letters. Adam would rather color or mold clay. In first grade, his teacher wanted him to put the letters into words so he could read. That was the beginning of the Alphabet War. Almost everyone else in his class was learning to read, but Adam was

fighting a war against letters. In second grade, he had to learn to spell, which was also impossible. Now he was so frustrated he got into trouble and had to go to the principal's office. At last, in third grade, he got the right kind of help. Slowly he began to do better. During fourth grade, he learned that he could excel in other things. That gave him the confidence to take chances with reading. One day he found himself reading a book all by himself!

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**Tips to support
your dyslexic
student at home**



Emphasize your children's strengths! Make time to spend on their interests. Highlight their abilities.

Help your children with organizational skills. Teach them to create "to-do" lists. Encourage your child to straighten book bags and notebooks on a weekly basis.



Provide audiobooks that match your children's grade level, not their reading level.



When completing school work, provide a quiet study space and limit distractions.

Have daily discussions with your children to help them increase their oral language skills. Talk about all the things they learn each day.



Early indicators and ways parents can support students that may have dyslexia



The list below includes early indicators that may reveal a higher risk of dyslexia.

Possible Indicators:

Use the provided parent tips to help your child at home if any of these problems are seen.



How to help at home:

Preschool
Kindergarten - 1
Grades 2 - 8
High school, college, and adulthood

- Speech delays
- Difficulty remembering letter names
- Difficulty learning nursery rhymes or recognizing rhyming patterns
- Mispronounces familiar words

- Unable to break words apart into sounds
- Dreads going to school
- Mispronounces words that are long or unknown
- Difficulty sounding out basic words like "cat" or "map"
- Does not associate letters with sounds (p sounds like /p/)

- Learning to read is very slow
- Reading is slow and labored
- Has trouble sounding out unfamiliar words
- Dislikes or avoids reading
- Uses vague vocabulary, like "stuff" and "things"
- Confuses words that sound alike
- Has difficulty remembering details

- Rarely reads for pleasure
- Reading is slow and labored
- Uses vague, imprecise language
- Frequently mispronounces words
- Confuses words that sound alike
- Difficulty reading words in isolation
- Avoids reading aloud
- Struggles with tasks that require memorization and repetition
- Has trouble summarizing things read

- Teach children nursery rhymes.
- Read rhyming books.
- Play word games (matching first sounds).
- Provide multiple exposures to letter names and sounds.

- Read aloud books with rhyming and rich vocabulary patterns.
- Play word games (segmenting sounds).
- Practice sounding out words.
- Avoid flash card memorization with high frequency words.
- Sound out words for spelling.

- Read aloud or provide audio books on the child's grade level, not reading level.
- Focus on accurate reading. Build on automatic reading.
- Apply spelling rules.
- Practice reading with expression.
- Work on summarizing what has been read.



Important to remember

Having one or two of these early indicators for a short period of time does not mean a child will struggle with dyslexia or other reading problems. Multiple problems, over time, would indicate a need to discuss the issues with your child's teacher.

Dyslexia Myths vs. Facts

Myth

Children will outgrow their dyslexia.

Fact

Without intervention, children who are poor readers at the end of first grade almost never acquire average-level reading skills by the end of elementary school.

Myth

Dyslexia is rare.

Fact

Dyslexia is one of the most common learning disabilities. In the United States, dyslexia affects 15-20% of people.

Myth

Vision therapy, colored overlays, and special fonts can help cure dyslexia.

Fact

None of these remedies have been found to be effective according to scientific evidence.



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