



HOPE PUBLIC SCHOOLS



**DYSLEXIA**

# Dyslexia Resource Guide



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## Arkansas Dyslexia Law

### A.C.A. 6-41-601. Findings

Effective: July 22, 2015

The General Assembly finds that:

- (1) Dyslexia, if not diagnosed early, can be severely detrimental to a child's academic success as well as his or her self-esteem;
- (2) Most children identified as having characteristics of dyslexia and related disorders can be treated successfully; and
- (3) The cost of screening and treating dyslexia or a related disorder early is significantly less than the cost of intensive remediation in the later school years for a child with dyslexia or a related disorder.

For a complete list of district requirements, please see The Dyslexia Resource Guide – Revised 2017, [arkansased.gov](http://arkansased.gov)

## Definition of Dyslexia

The following definition was adopted by the Board of Directors, International Dyslexia Association, November 2002, and is included in the Dyslexia Resource Guide on the Arkansas Department of Education website. [arkansased.gov](http://arkansased.gov)

**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.**



## Breaking Down the Definition

**“Dyslexia is a specific learning disability”**

- Dyslexia is one specific type of learning disability.
- Dyslexia is not the same as the term “learning disability” that qualifies a student for special education.
- Dyslexia may exist along with other conditions as Attention Deficit Hyperactivity Disorder (ADHD) or an oral language disorder.

**“...neurological in origin”**

- When a person has dyslexia, their brain works differently.
- These differences have been shown in studies of the brain.

**“characterized by difficulties with accurate and/or fluent word recognition and by poor spelling.”**

- The student misreads common words.
- The student stumbles over words when reading.
- A student may read a word correctly once and then misread it another time.
- The student misspells common words and has problems using spelling rules.

**“...difficulties typically result from a deficit in the phonological component of language...”**

- The “phonological component” is the sound system of our language.
- Problems with these skills lead to problems in learning to read.
- Surprisingly, intelligence does not always lead to strong reading skills.
- This explains why a child who does well in other areas can struggle with reading.

**“...unexpected in relation to other cognitive abilities and the provision of effective classroom instruction”**

The reading problem of the student with dyslexia is not predicted by the child's:



- age
- intelligence
- other abilities in school
- Failure to respond to good classroom instruction can help identify children who need more intensive instruction for dyslexia.

**“...secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge”**

- Recognize that if a child struggles to read, that child will read less.
- A child who reads less does not “practice” and does not progress as quickly as classmates.
- A child who reads less learns fewer vocabulary words and factual information.

## 🚩 Red Flags 🚩

- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation (decoding)
- Difficulty spelling accurately and phonetically
- Slow, choppy and labored (dysfluent) reading
- Avoids reading aloud
- Avoids reading for pleasure
- Difficulty understanding text because of slow and inaccurate word reading



## School District Requirements

### I. Required Screening and Intervention

#### A. Initial Screening

- All K-2 students will be assessed using the district's required screening tools.
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Phonics First Foundation Assessment (PHW)
  - Rapid Automatic Naming (RAN)
  - Phonemic Awareness Skills Assessment 1
- Any student in grades 3-12 experiencing difficulties as noted by the teacher or parent will begin assessment process.

#### B. Level 1 Dyslexia Screening

- Teacher will take student work samples to grade level dyslexia team member.
  - *All Initial Screeners from beginning of the year to current*
  - *Phonics assessments*
  - *Writing Composition samples*
  - *Teacher Observation Form*
  - *All other work samples as needed*

#### C. Level 2 Dyslexia Screening

- Informed Consent for Screening
- Alphabet written and oral
- Comprehensive Test Of Phonological Processing
- Test of Written Spelling
- Test of Word Reading Efficiency 2
- Test of Nonverbal Intelligence 4
- Gray Oral Reading Test 5
- SLOSSON
- Woodcock Reading Mastery Test III
- Profile Five Questions



## II. Parental Notification

1.) When a student is experiencing difficulties, the teacher will notify the parent.	2.) If the student is continuing to struggle, the teacher will set up a Student Support Team (SST) meeting. Parent will be notified.	3.) If dyslexia characteristics are present after intense intervention, level 2 assessments. A conference will be set up by the dyslexia coordinator.	4.) A follow-up conference will be set up by the dyslexia coordinator to discuss assessment results.	5.) The parents will be contacted by the dyslexia therapist about details of therapy.
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## III. Instructional Approaches

***Students with Dyslexia need explicit, direct instruction that is systematic (structured), sequential and cumulative in the following areas:***

Alphabet	Decoding	Comprehension
Auditory Discovery	Phonemic Awareness	
Visual Discovery	Spelling	

### Take Flight

Take Flight: A Comprehensive Intervention for Students with Dyslexia is a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning disorders of Texas Scottish Rite Hospital for Children (TSRHC). Take Flight was designed for use by academic language therapists with children 7 years and older who have developmental dyslexia. It was developed to enable students with dyslexia to achieve and maintain better word recognition, reading fluency, reading comprehension and aid in the transition from a therapy setting to “real world” learning. Take Flight contains the five components of effective reading instruction supported by the National Reading Panel research meta-analysis and mandated by the No Child Left Behind Act.

### Phonics First

Phonics First Foundations for Reading and Spelling, part of the Phonics First Foundations systems, was developed by RLAC as a unique approach to teaching beginning readers of any age who struggle with reading. The program, rooted in the Orton-Gillingham methodology, teaches students systematic processes for decoding (reading) and encoding (spelling). The teaching process incorporates scientifically research-based learning strategies effective for instructing students who are at-risk for reading difficulties. Phonics First Foundations is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction teaching system.



## IV. Reporting by School District

1. Eschool reporting for current school year, cycle 7 report
2. Website Reporting:  
<http://www.hpsdistrict.org/o/clinton-primary-school/page/dyslexia-information>

## V. Dyslexia Therapists and Interventionist

### **Karen Ivers, M.S.E., LDT, CALT**

Karen Ivers is the Hope Public School's dyslexia coordinator. She is a certified dyslexia therapist serving students for the Hope School District including, William Jefferson Clinton Primary School, Beryl Henry, Hope Academy of Public Service, Henry C. Yerger, and Hope High School.

### **Tina Smith, CALT**

Tina Smith is a certified dyslexia therapist serving students for the Hope School District at William Jefferson Clinton Primary and Beryl Henry.

### **Holly Hooker, B.S.E.**

Holly Hooker is a dyslexia therapist in training through Scottish Rite Hospital. She is serving students for the Hope School District at William Jefferson Clinton Primary School.

### **Pam Hare, B.S.E.**

Pam Hare is a reading interventionist with training in dyslexia. She is serving students for the Hope School District focusing on kindergarten at William Jefferson Clinton Primary School.

### **Doris Kesterson, M.S.E.**

Doris Kesterson is a dyslexia therapist and certified reading interventionist serving students for the Hope School District focusing on 1st grade at William Jefferson Clinton Primary School.

### **Javonna Johnson, M.S.E.**

Javonna Johnson is a dyslexia therapist and certified reading interventionist serving students for the Hope School District focusing on 2nd-4th grade at William Jefferson Clinton Primary School.



## A.1 Frequently Asked Questions

### **What is dyslexia?**

- A specific learning disorder that is neurological in origin.
- Characterized by difficulties with decoding skills, word reading, reading fluency, reading accuracy and spelling.
- These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and in spite of the provision of effective classroom instruction.
- Secondary consequences may include problems in reading comprehension, reducing reading experience, impeded growth of vocabulary and background knowledge.

### **What are the primary symptoms of dyslexia?**

- Problems learning the letter names and sounds.
- Difficulty in reading single words, such as words on flashcards or in a list.
- Lack of fluency.
- Reading slowly with many mistakes.
- Difficulty with learning to spell.

### **Additionally, students may have:**

- Difficulty understanding what they read.
- Difficulty writing sentences or paragraphs.



## **What causes dyslexia?**

- A difference in the way the brain works
- The environment is important, but there are strong genetic effects.
- There are deficits in phonological awareness which involves difficulty with:
- understanding the sound system of our language
- recognizing individual speech sounds in words
- learning how letters represent the sounds of speech
- remembering sounds in the correct order
- the ability to quickly say letter names, object names and name common words

## **Dyslexia is NOT:**

- a lack of intelligence
- a lack of motivation to learn to read
- a vision problem

## **How does someone with dyslexia learn to read?**

- Early identification and treatment are important.
- Scientifically based research guides us in finding the best methods to use.
- Instruction by a specifically trained person
- Use of multisensory, structured language program

## **How do we know the rights of an individual with dyslexia?**

- Arkansas has a Dyslexia Resource Guide: [www.arkansased.gov](http://www.arkansased.gov)

## **How common is dyslexia?**

- Approximately 10% of the school age population has dyslexia.
- 15-20% of the general population has a language-based learning disability.
- 70-80% of the students with specific learning disabilities receiving special education services have deficits in reading.
- Dyslexia is the most common cause of reading, writing and spelling difficulties.



## A2. Suggestions for the Parents

### **Learn more about dyslexia.**

- Expand your knowledge by reading selections from the recommended reading list.
- Attend conferences and presentations by professionals in the field.
- Attend seminars that address areas of particular difficulty for your child.
- Join support groups found:
  - within your child's school
  - in your local community
  - within branches of the International Dyslexia Association

### **Understand your child's strengths and challenges and help your child understand them.**

- Take the mystery out of dyslexia by talking to your child about the learning difficulty and its effect on learning.
- Acknowledge your child's challenges in school and emphasize strengths.
- Identify the specific challenges your child has in school and develop a plan for working with the school to resolve them.
- Understand and support the way your child learns best.
- Acknowledge and support your child's ability to learn despite reading and writing difficulties.

### **Support your child. Encourage ways of teaching and learning that optimize your child's abilities.**

- Share reading experiences as a family by listening to books and stories while in the car or reading aloud to your child.
- Provide audio books when your child needs to understand the text, but the



reading level is too difficult.

- Explore a variety of learning experiences such as museums, historical sites, community events and other opportunities for learning.
- Provide opportunities for your child to explore, develop and share areas of interest, ability or talent.
- Assist your child with organization of time, study area and materials.
- Praise your child frequently and specifically for good effort as well as for success in a variety of areas, not just schoolwork.
- Assist your child in developing study strategies:
- Homework completion plan
- Planning for long-term or complex assignments
- Break large assignments into smaller steps
- Incorporate technology

#### **Collaborate with educators.**

- Develop an understanding of the school's responsibilities to your child.
- Develop a team approach made up of the teacher, your child and you.
  - Focus on the success of your child.
- Request appropriate accommodations that are specific to your child's needs.
- At the beginning of the year, let each teacher know what has worked for your child in the past.
- Praise the teacher for efforts made on behalf of your child.



## A3. Accommodations

**Accommodations that allow students to efficiently acquire information and demonstrate knowledge.**

**Accommodations are:**

- An appropriate adjustment or strategy to bypass or lessen the effects of dyslexia, Not specific instruction.
- A change in the way the classroom teacher presents new information, helps a student master a new skill, and tests a student.

**Accommodations are appropriate:**

- When frustration is interfering with learning.
- When assignments require students to read to learn although they are not reading on grade level.
- When challenges with reading, writing and spelling become a deterrent to content learning.
- When so much effort must be expended on reading and spelling that reading comprehension and written expression are affected.

## A4. Suggestions for the Classroom Teacher

**Create a positive learning environment that is not limited by reading and writing.**

- Give credit for oral class participation in addition to written assignments.
- Ask students to listen to information and report orally on a specific topic.
- Allow oral and/or untimed testing whenever possible.
- Allow recordings of books when available.
- Use multi-sensory activities to further understanding of topics.
- Create private signals for a student to indicate high frustration.
- Assign classroom jobs that will help to increase self-esteem.
- Work with students to create achievable goals.
- Mark correct answers only. With guidance, allow the student to discover why other items are not correct.
- Provides activities that allow the student an opportunity to display his strengths to others.



- Recognize the correct and acceptable parts of the student's work and give credit.

**Allow students to contribute to the class in areas of special talents or interests, such as:**

- Building three-dimensional projects
- Group activities
- Demonstrations
- Mechanical projects
- Art projects
- Oral reports

When a student with dyslexia is eligible for accommodations in the classroom through a Section 504 plan, they are individualized to fit the unique needs of the student. Some students require minimal accommodations while others may require more intensive ones. The following accommodations are only a guide, not a checklist of required accommodations.

## **Reading**

- Allow books on tape, CDs or an electronic reader or textbook that a child can listen to as he reads along.
- Create opportunities for oral reading on a one-on-one basis. Ask the child to read aloud only when he or she volunteers or is given advance notice.
- Encourage students to use specific procedures they have been learning in their dyslexia program.
- Name each letter before writing it.
- For spelling: repeat word, spell orally and write.
- Verbalize procedures for decoding unfamiliar words.
- Provide outlines, summaries of chapter, vocabulary words and preview questions before reading.
- Use shared reading or reading buddies.
- Allow the student to discuss, one-on-one, material after reading with a classroom



aide, a partner student or the teacher.

### **Spelling**

- Reduce the number of words for spelling tests.
- Consider spelling word list with common patterns.
- Do not penalize for spelling errors in written work.

### **Writing**

- Provide a word bank for written assignments.
- Allow use of a personal dictionary for editing spelling.
- Accept concrete or graphic projects in substitution for written compositions.
- Since the child may not be able to copy accurately from the board due to challenges with spelling, consider reduced demands.
- Reduce written work.
- Allow students to use a keyboard to take notes.

### **Testing**

- Allow for extra time.
- Provide alternatives to testing, such as projects, oral or video presentations.
- Read directions and test questions as needed to the student.

### **Homework**

- Reduce homework, especially assignments that require reading.
- In primary grades, accept homework dictated by the child and written by the parent.
- Ask parents to read homework and to structure study time.

### **Technology**

- Allow technology that has speech recognition software.
- Allow the use of electronic spell-checkers.
- Allow students to use a computer to complete longer written assignments (after student has learned keyboarding skills)



## A5. Recommended Reading for Parents and Teachers of Children with Dyslexia

Start here: **Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level** by Sally Shaywitz, M.D.

Explains for parents and educators how recent scientific breakthroughs are used to understand the cause and treatment of dyslexia. Practical advice and specific resources are given for helping primary and secondary school children with dyslexia become better readers. This book will give you the basics on testing, teaching and choosing a school.

**The Dyslexia Handbook –Revised 2014: Procedures Concerning Dyslexia and Related Disorders**

Outlines state statute, SBOE guidelines, and federal requirements on identifying and providing instruction to students with dyslexia and related disorders.

**IDA Dyslexia Handbook: What Every Family Should Know**

The International Dyslexia Association (IDA) is a non-profit organization dedicated to helping individuals with dyslexia, their families and the communities that support them. This handbook not only contains invaluable information like the characteristics of dyslexia, what it is and what it isn't, but also provides information on valid assessments, effective teaching approaches, self-advocacy ideas and a vast array of resources. Further, the handbook contains information that will be useful throughout a child's life, from elementary school through college.

The IDA Handbook provides necessary information regarding:

- definition of dyslexia
- characteristics of dyslexia
- appropriate assessment tools
- evidence-based interventions
- suggestions for managing a dyslexic's educational process

In addition, helpful resources and a glossary of terms are provided to better understand dyslexia and its related disorders.



## Additional Reading for Parents and Teachers

**Life Success for Students with Learning Disabilities: A Family Guide** by Marshall Raskind, Ph.D., Eleanor Higgins, Ph.D., Roberta Goldberg, Ph.D., and Kenneth L. Herman, Ph.D.

This guide is based on over 20 years of research conducted by the Frostig Center in Pasadena, California. The research traced the lives of individuals with learning disabilities in an attempt to identify factors that predicted successful life outcomes. ([www.frostig.org](http://www.frostig.org) and search Life Success Parent Guide)

**Straight Talk About Reading** by Susan Hall and Louisa Moats.

Today's parents are increasingly concerned about the reading and spelling skills taught in schools and are taking charge of their children's education. This book provides a resource for parents concerned about children who have difficulty reading. The authors recommend early exposure to reading in order to aid children in their cognitive development and familiarize them with a wide range of vocabulary, the structure of printed words, and story development. Contemporary Books, 1-800-323-4900, ext.147.

**Basic Facts about Dyslexia and Other Reading Problems: What Everyone Ought to Know** by Louisa Moats and Karen E. Dakin.

This essential resource defines dyslexia and illustrates, with real-life examples, how to recognize dyslexia and other reading problems at various stages of development, from preschool to adulthood. The authors have masterfully selected and distilled the most significant research in the field to create this descriptive and informative resource.

**Educational Care: A System for Understanding and Helping Children with Learning Differences at Home and in School**, 2nd Edition by Mel Levine.

This book, written as a resource for parents and teachers, is based on the premise that education should be a system of care that provides for the needs of individual students. The book identifies and describes 26 common behaviors or phenomena that can appear in students at different ages and interfere with learning. Brief case studies illustrate each phenomenon. The phenomena are grouped according to the following 6 themes: weak attention controls, reduced remembering, chronic misunderstanding, deficient output, delayed skill acquisition, and poor adaptation in school. [www.amazon.com](http://www.amazon.com)

**No One to Play With: Social Problems of LD and ADD Children – Revised 1996 Edition** by Betty Osman.

This is a well-presented, no-nonsense book explaining that a learning disabled child often



experiences difficulties with social skills. Ms. Osman refers to these difficulties as “living disabilities” and explains that some children may not acquire social skills on their own. This book outlines how to teach social skills concretely and specifically, similar to instruction in an academic subject. (Academic Therapy Publications) [www.amazon.com](http://www.amazon.com)

**Smart Kids with School Problems** by Priscilla Vail.

Parents and teachers of gifted students with learning disabilities should be grateful for this definitive work on “conundrum kids”: the superb writer who can’t add, the talented speech maker who can’t write legibly. Chapters on young children provide practical suggestions and ideas for parents trying to decide when the child should start school and teachers trying to cope. The work also covers students up through college and deals with the topics of visual learning, motor functioning, auditory learning, language and learning, and psychological problems. Strategies for dealing with standardized tests and conquering the world of college are also included. An annotated bibliography completes this hallmark work. (Modern Learning Press) [www.amazon.com](http://www.amazon.com)

## Recommended Reading to and by Children

**How Dyslexic Benny Became A Star: A Story of Hope for Dyslexic Children and Their Parents** by Joe Griffith.

A fifth-grader who is frustrated and humiliated because he can’t read as well as his classmates becomes a star on the football field, and when he is diagnosed with dyslexia, he finds that he has a whole team of people ready to help. Yorktown Press.

**Thank You, Mr. Falker** by Patricia Polacco.

Polacco shares her childhood triumph over dyslexia and discovery of reading in an inspiring story. Young readers struggling with learning difficulties will identify with Trisha’s situation and find reassurance in her success. (Putnam Publishers)

**Charlie’s Challenge** by Ann Root and Linda Gladden.

“This book is an excellent diagnostic tool for parents and educators to explain the detection, diagnosis, and treatment of dyslexia. I highly recommend this book.” Nancy Nussbaum, neuropsychologist Available from: Amazon.com

**The Hank Zipzer Series: I Got a ‘D’ in Salami and More** by Henry Winkler

Inspired by the true life experiences of Henry Winkler, this award winning series about the world’s greatest underachiever is funny, touching, and deals with learning differences in a gentle and humorous manner. (Grosset & Dunlap Publishers)

**The Alphabet War** by Diane Burton Robb.

A book about the perceptions and frustrations that children who have dyslexia have about



reading and getting the proper help to overcome their difficulties. (Albert Whitman & Company)

**I Have Dyslexia. What Does That Mean?** by Shelley Ball-Dannenberg and Delaney Dannenberg.

Mother/daughter co-authors describe characteristics of dyslexia through the eyes of an eight-year-old girl, and describe some of the talents often associated with children who have dyslexia. ([www.booksurge.com](http://www.booksurge.com))

**If You're So Smart, How Come You Can't Spell Mississippi** by Barbara Esham.

Written from a child's point of view about her very intelligent, successful father who cannot spell well and had problems learning to read when he was young. This book can be downloaded free on Kindle. (Mainstream Connections Publishing)

**All Kinds of Minds** by Mel Levine, M.D.

Young students will easily identify with the characters in this fictitious account of five appealing children who have learning differences. Each student comes to understand his or her mind's strengths and weaknesses, and all learn about getting help from others, helping themselves, and building on their strengths. (Educators Publishing Service)

**Guidelines to All Kinds of Minds** by Mel Levine, M.D.

Provides teacher, parent, and clinician support for using this book in a variety of settings: small group, whole class, tutorial, counseling, or at home. (Educators Publishing Service)

**Keeping a Head in School Grades 4-12** by Mel Levine, M.D.

This nonfiction book, aimed primarily at 9 to 15 year olds, helps students struggling with learning differences gain insights into their own problems. Keeping a Head in School can be used as an effective shared reading experience for parents and children. Tutors, counselors, and psychotherapists may find it helpful to discuss particular chapters with students. This book is also an excellent reference for students without learning differences as a way to better understand the challenges facing their peers who do struggle in school.

## **Additional Resource for Teachers:**

**Multisensory Teaching of Basic Language Skills** by Judith Birsh.

This guide reveals the benefits of using multisensory instruction in any classroom. After they review 50 years of research and clinical experience with children and adults with learning disabilities, the contributing authors explain how and why multisensory methods work.  
(<http://www.brookespublishing.com> and search the book title)



## A6. Glossary

**Accommodations** – changes or adjustments in the learning environment, materials, delivery method, or number of answers. Accommodations/changes should not be made to the state curriculum standards known as the Texas Essential Knowledge and Skills (TEKS) student expectations.

**Alphabetic Principle** – the concept that the sequence of letters in written words represents the sequence of sounds (or phonemes) in spoken words.

**Assessment** – Use of the child's educational history, proven methods and tools of psycho-educational evaluation to clarify and confirm teacher and parent concerns. Together, this information is interpreted to make appropriate diagnoses and recommendations.

Recommendations include research based intervention and accommodations for problems associated with the child's academic learning disorder and associated medical conditions.

**Explicit, Direct Instruction** – instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement.

**Fluency** – the ability to read with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension.

**Graphophonemic Knowledge** – an understanding of the letter-sound plan in which words that carry meaning are made of sounds, and sounds are written with letters in the right order. Students with this understanding can blend sounds associated with letters into words and can separate words into component sounds for spelling and writing.

**Individualized Instruction** – instruction that meets the specific learning needs of an individual student. Materials and methods are matched to each student's individual ability level.

**Intervention** – a change in the intensity and/or the manner of instruction in the area of learning difficulty to improve performance and achieve adequate progress.

**Linguistic Instruction** – instruction that is directed toward proficiency and fluency with patterns of language so that words and sentences are the carriers of meaning.

**Meaning-Based Instruction** – instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition.

**Morphology** – the study of the structure and form of words in a language, including inflection, derivation, and the formation of compounds. Knowledge of morphemes facilitates decoding, spelling, and vocabulary development.

**Multisensory Instruction** – instruction that incorporates the simultaneous use of two or more sensory



pathways (auditory, visual, kinesthetic, tactile) during teacher presentation and student practice.

**Phonemic awareness** – awareness of the smallest units of sounds in words. Includes the ability to isolate and manipulate individual sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

**Phonics** – instructional practices that emphasize how spelling is related to speech sounds in systematic ways; explicit instruction in letter-sound correspondences.

**Phonological Awareness** – both the knowledge of and the sensitivity to the sound or phonological structure of words. Phonological awareness involves the ability to notice, think about, and manipulate sound segments, such as syllables, in words. It includes the skills of rhyming; segmenting syllables; isolating beginning, middle and final sounds; segmenting, adding, deleting, and substituting sounds in words. Phonemic awareness is one part of phonological awareness. (Birsh)

**Pragmatics** – the set of rules that dictates behavior for communicative intentions in a particular context and the rules of conversation or discourse (Birsh).

**Rapid Naming** – a speed naming task, most often administered to pre-readers, in which the individual is asked to name quickly a series of printed letters, numbers, or blocks of color repeated over and over in random order (Birsh).

**Semantics** – the meaning of words and the relationships among words as they are used to represent knowledge of the world (Birsh).

**Strategy-Oriented Instruction** – thoughtfully ordered step-by-step instruction in the processes that students need to become independent readers, including methods for decoding, encoding, word recognition, fluency, and comprehension.

**Syntax** – the system by which words may be ordered in phrases and sentences; sentence structure; grammar (Birsh).

**Sources for Glossary:** Birsh, Judith R., editor. (2005). Multisensory Teaching of Basic Language Skills. Baltimore, MD: Brookes Publishing Company.

“Just the Facts: Dyslexia Basics.” The International Dyslexia Association. June 10, 2008

The Arkansas Dyslexia Resource Guide – Revised 2017



## NOTES