

Dyslexia Simulation Follow Up

[Fall 2016]

Dyslexia Defined

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. Source: International Dyslexia Association, Adopted 2002

How You Can Help Your Students with Dyslexia

The Dyslexia Team had the opportunity to visit every campus and lead over 500 teachers and staff through the Experience Dyslexia® Simulation during the months of August and October. We appreciate your participation and we've listened to your suggestions and feedback.

Below is a list of suggestions we've compiled from your comments during the stations along with additional tips to help you best serve your students with dyslexia.

- **Provide all documented accommodations and supplemental aids, see your 504 Cord/Diag for specifics**
- Give extra time
- Preferential seating
- Have a quiet place for work completion or use noise cancelling head phones
- Reduce the size of assignments w/o modifying content
- Use computer software/apps
- Reinforce phonemic awareness and systematic teaching of letter sounds in small groups
- Read written directions aloud
- Talk to the campus librarian about books and technology (ex. Audio books, play-a-ways, iPod shuffle nanos)
- Orally administer tests/exams
- Allow the student to respond orally
- Provide a hard copy of notes
- No copying from the board (remember he/she is doing this letter by letter and it's frustrating)
- Do not penalize for spelling
- Provide a frequently misspelled word list
- Let them have a break/recess!
You needed a break after an hour – they live this every day!
- Use wide ruled paper or graph paper
- Fonts - ask the student if there is a font they prefer and watch out for hard to read fonts (FYI –**OpenDyslexic** is typically not a good font, instead try Century Gothic)
- Let the sub know who shouldn't be asked to read aloud
- Segment assignments
- Use a place marker or highlight when reading
- Build their self-esteem
- Be patient and empathetic, #CAR

WE'VE GOT APPS FOR THAT

Reading/Text to Speech

Blio Free

An e-reader that allows any book to be read to you. As reader is listening, text is highlighted word by word. If a word is unfamiliar, the student can look up any word or get more information on a topic.



Read2Go \$19.99

The most full featured reader for Apple devices. Uses text to speech to help you read and comprehend books. Use with a Bookshare membership.



Prizmo \$5.99

A scan and read document app. Take a picture of text and it will convert it to a readable text for the e-reader.



Speak It! Text to Speech \$1.99

Paste text into the app's window and have it read to you. Text is highlighted as the words are read. Create audio files that can be e-mailed to others. Four high quality voices to choose from.



Talk To Me \$1.99

Paste the text into the apps window to have it read to you. High quality voice.



Dictation/Handwriting

Dragon Dictation Free

Speech recognition that allows you to see and edit your text to share on clipboard, SMS, and e-mail.



Study Help

StudyBlue Free

Make your own Flashcards with text and images.



Flashcards+ Free

Create and study flash cards. Taps into Quizlet.com's database of over 8.5 million premade flash cards. Can speak to you with a human voice synthesizer in 22 languages in multiple dialects. Decks can be shuffled by shaking.



APPS CONTINUED...

Literacy Leveler \$3.99

Literacy Leveler makes it easy to level children's books in your collection and find books of an appropriate reading level. Supports the popular Lexile, DRA, and Guided Reading leveling systems.



Graphic Organizers

Typ-O HD \$14.99

Uses a powerful word prediction engine and a sophisticated spelling error model to help you write. Text to speech option allows you to listen to your word before you select it.



Note-taking

Notability \$7.99

Note-taker that combines handwriting, typing, and voice recording for note-taking. Type notes, add pictures, draw figures, insert web clips, and make audio recordings. Notes may be organized by subjects and backed up to the cloud.



SoundNote - Notepad, Voice Recorder and Drawing Pad \$4.99

Tracks what you type or illustrate while recording audio recordings. During review and playback tap the written note on a particular word and sound note will jump to a proper time in the audio.



PaperPort Notes Free

A digital note taking tool that combines documents, web content, audio, typed text as well as hand written notes into a single text that can be shared with anyone. This app interfaces with Dragon Dictation.



Homework Organizers

MyHomework Free

Effective for students who need to better keep track of their homework.



iHomework 2 \$.99

Keep up to date with school work, grades, to-dos, teachers information, and other information in school organizer. Can set alarms for assignments and test.



iStudiez Pro \$2.99

A sophisticated planner that organizes your schedule and assignments. Tracks grades and GPA.



Source: Linda Corbett, Neuhaus Education Center
<http://neuhaus.org/news/app-sense-apps-for-those-with-dyslexia-or-ld/>



Common Risk Factors

Preschool—Third grade:

- Failure to understand that words are made up of parts or individual sounds
- Difficulty learning the letter names and their corresponding sounds
- Difficulty reading single words in isolation
- Difficulty reading fluently
- Difficulty spelling phonetically

Fourth grade—High School:

- History of reading and spelling difficulties
- Difficulty reading aloud
- Avoids reading for pleasure
- Difficulty learning a foreign language

Postsecondary:

- Difficulty with spoken vocabulary
- Difficulty completing the reading demands for multiple course requirements

Source: The State Dyslexia Handbook-Revised 2014

Referral Process

Please refer to your campus 504 coordinator and your RTI Flow chart (included). Students can be evaluated as early as the end of kindergarten.

Dyslexia Instruction

Montgomery ISD provides dyslexia reading intervention that incorporates critical, evidence-based components of dyslexia instruction including phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency.

This multisensory instruction is delivered systematically and explicitly by trained dyslexia teachers. Diagnostic teaching designed to meet student needs is both synthetic, part to whole, and analytic, whole to part.

MISD's Dyslexia Team

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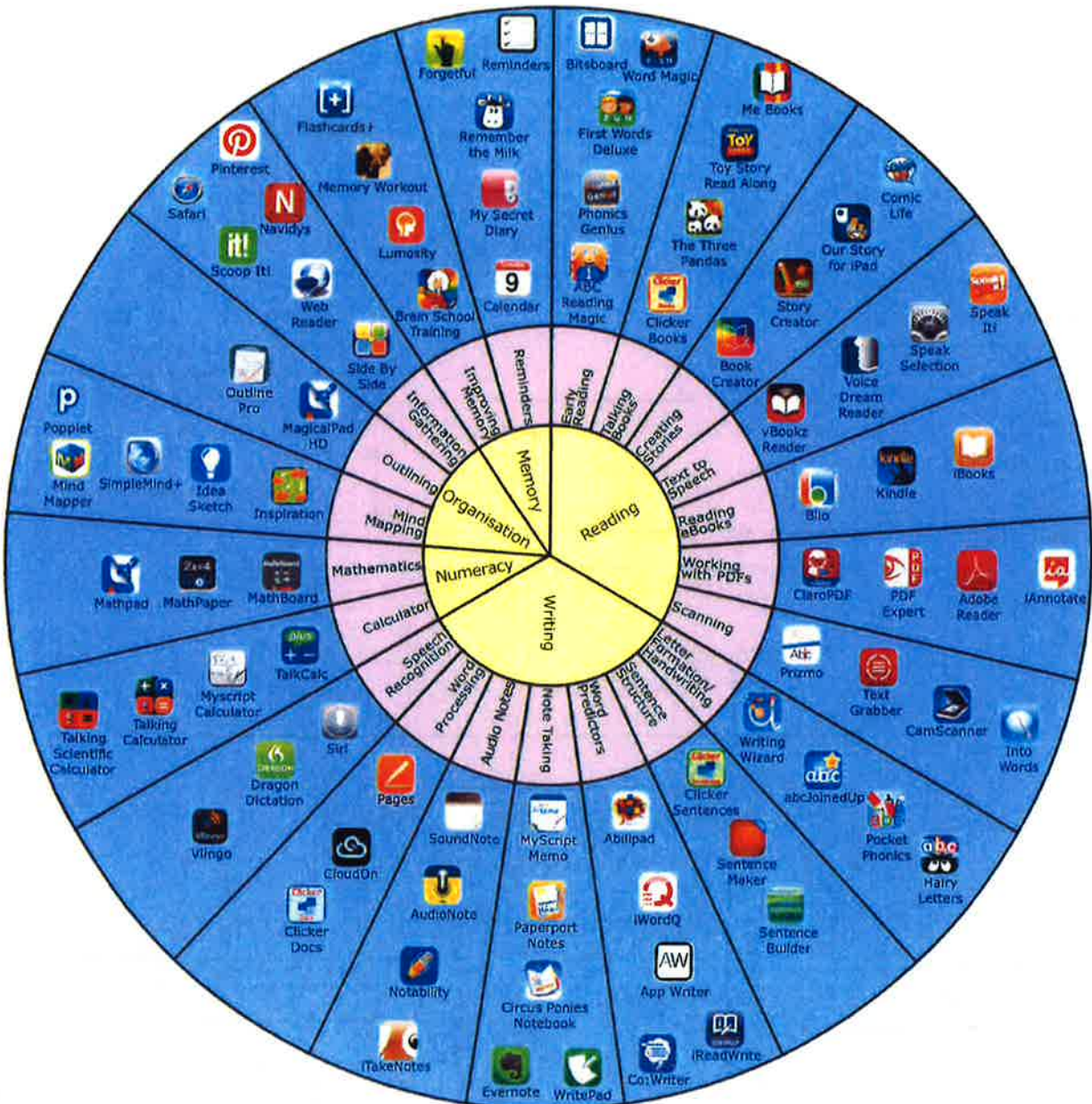
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iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties



Dyslexia Indicator Apps

Dyslexia Detector What is Dyslexia? iCept

Dyslexia Indicator apps don't fit into the 'wheel', but are definitely worth knowing about. These apps (particularly Dyslexia Detector and 'What is Dyslexia?') do not provide formal screening tests, but give an indication that a learner MAY have dyslexia and that this should be investigated further.

Many iPad apps are available to support learners with reading and writing difficulties. This 'Wheel of Apps' is not comprehensive, but attempts to identify relevant apps and to categorise them according to some of the difficulties faced by people with dyslexia.

Note that some apps address a range of difficulties. In order to save space, we have decided not to place individual apps into multiple categories, but have placed them according to a single category that is particularly relevant to the app.

There will be a far more comprehensive guide to apps for dyslexia and how to use them in a forthcoming book from CALL Scotland. This will be available as a printed book and as a free download early in the New Year from: <http://www.callscotland.org.uk/Resources/Books/>

This 'Wheel of apps' for dyslexia is inspired by previous visual app representations:

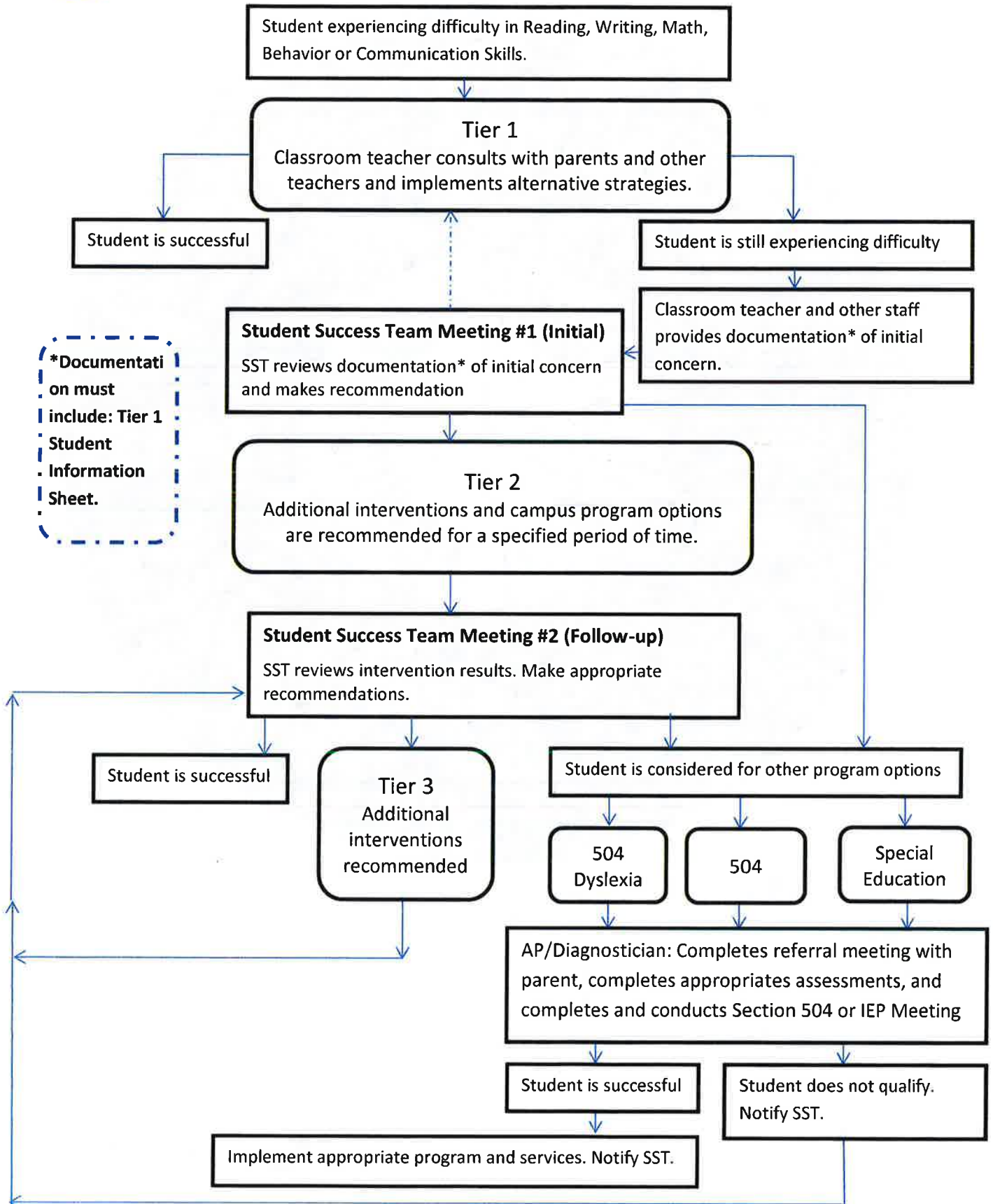
- *The Pedagogy Wheel* - Allan Carrington
- *Mobile Learning with Bloom's Taxonomy & the Pedagogy Wheel* - Cherie Pickering & Amanda Pickering
- *Apps for Students with Autism Spectrum Disorders* - Mark Coppin.

These representations are available from various web sites, but can all be downloaded from: <http://apps4stages.wikispaces.com/AppWheels>.



Montgomery ISD: STUDENT SUCCESS TEAM (SST) PROCESS

Administrative/Staff Request





Should I Refer My Student For Dyslexia Testing?

A teacher's guide to common characteristics of dyslexic students.

Characteristics of individuals with dyslexia

Remember an individual with dyslexia usually has several, not just one or two, of the characteristics listed.

Difficulty with Oral Language

- Late in learning to talk
- Difficulty in pronouncing words
- Difficulty acquiring vocabulary or using age-appropriate grammar
- Difficulty following directions
- Confusion with before/after, right/left, etc.
- Difficulty learning the alphabet, nursery rhymes, or songs
- Difficulty understanding concepts and relationships
- Difficulty with word retrieval or naming problems
- Difficulty rapidly recalling names of familiar objects, colors, or letters (Rapid Naming)
- Difficulty organizing spoken language

Difficulty with Reading

- Difficulty learning to read
- Difficulty identifying or generating rhyming words or counting syllables in words (Phonological Awareness)
- Difficulty with hearing, segmenting, blending, and manipulating sounds in words (Phonemic Awareness)
- Difficulty distinguishing different sounds in words (Auditory Discrimination)
- Holding information about sounds and words in memory (Phonological Memory)
- Difficulty in learning the letters and their sounds
- Trouble remember letter symbols for sounds or forming memories for words
- Difficulty remembering names and/or the order of letters when reading
- Misreading or omitting common little words
- Difficulty accurately decoding unfamiliar words
- "Stumbling" through or guessing at longer words
- Difficulty reading words in isolation
- Poor reading comprehension during oral or silent reading
- Slow, laborious oral reading which makes comprehension difficult
- Difficulty persisting with and comprehending longer reading assignments

Difficulty with Written Language

- Trouble putting ideas on paper, including difficulty organizing written language
- Difficulty acquiring and using written language
- Many spelling mistakes
- Doing well on weekly spelling tests, but continuing to have many spelling mistakes in daily work
- Difficulty in proofreading

Please note, that not all students who have difficulties with these skills have dyslexia. Formal testing is the only way to confirm a diagnosis of suspected dyslexia.

Additional difficulties

- Memorizing number facts
- Learning a foreign language
- Correctly doing math operations



Did you know?

Students identified as having dyslexia typically experience primary difficulties in phonological awareness, including phonemic awareness and manipulation, single-word reading, reading fluency, and spelling.

An individual with dyslexia usually has several, not just one or two, of the characteristics listed. These characteristics usually persist over time and interfere with his or her learning.

Additionally, there is often a family history of similar difficulties.

*It is important to note that individuals demonstrate differences in degree of impairment.

SOURCES

International
Dyslexia Association

<https://dyslexiaida.org/dyslexia-basics/>

Neuhaus

<http://neuhaus.org/dyslexia/>

From TEA:
The Dyslexia Handbook
(Revised 2014)

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/

Common Risk Factors Associated with Dyslexia

If these listed behaviors are unexpected for an individual's age, educational level, or cognitive abilities, they may be risk factors associated with dyslexia.

A student with dyslexia usually exhibits several of these behaviors that persist over time and interfere with his/her learning.

A family history of dyslexia may be present; in fact, recent studies reveal that the whole spectrum of reading disabilities is strongly determined by genetic predispositions (inherited aptitudes) (Olson, Keenan, Byrne, & Samuelsson, 2014).

Common Risk Factors by Grade Levels

Preschool

- Delay in learning to talk
- Difficulty with rhyming
- Difficulty pronouncing words (mawn lower for lawn mower)
- Poor auditory memory for nursery rhymes and chants
- Difficulty in adding new vocabulary words
- Inability to recall the right word (word retrieval)
- Trouble learning and naming letters, numbers, and remembering the letters in name
- Aversion to print (doesn't enjoy following along if book is read aloud)

Kindergarten and First Grade

- Difficulty breaking words into smaller parts (syllables)
- Difficulty identifying and manipulating sounds in syllables
- Difficulty remembering the names of letters and recalling their corresponding sounds
- Difficulty decoding single words (reading single words in isolation)
- Difficulty spelling words the way they sound (phonetically) or remembering letter sequences in very common words seen often in print (e.g., "sed" for "said")

Second Grade and Third Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty recognizing common sight words (e.g., "to," "said," "been")
- Difficulty decoding single words
- Difficulty recalling the correct sounds for letters and letter patterns in reading
- Difficulty connecting speech sounds with appropriate letter or letter combinations and omitting letters in words for spelling
- Difficulty reading fluently
- Difficulty decoding unfamiliar words in sentences using knowledge of phonics
- Reliance on picture clues, story theme, or guessing at words
- Difficulty with written expression

Fourth Grade through Sixth Grade

Many of the previously described behaviors remain problematic along with the following:

- Difficulty reading aloud (fear of reading aloud in front of classmates)
- Avoidance of reading (e.g., particularly for pleasure)
- Acquisition of less vocabulary due to reduced independent reading
- Use of less complicated words in writing that are easier to spell than more appropriate words (e.g., "big" instead of "enormous")
- Reliance on listening rather than reading for comprehension

Middle School and High School

Many of the previously described behaviors remain problematic along with the following:

- Difficulty with the volume of reading and written work
- Frustration with the amount of time required and energy expended for reading
- Difficulty with written assignments
- Tendency to avoid reading (particularly for pleasure)
- Difficulty learning a foreign language

From The Dyslexia Handbook (Revised 2014)

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/