



**Glassboro Public School's  
1<sup>st</sup> Annual Dyslexia Conference  
August 26, 2014**

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# **New Jersey Governor Signs Law Recognizing Dyslexia**

- The International Dyslexia Association's definition of dyslexia is to be specially written into special education code as one of the disabilities that needs to be recognized by the New Jersey school system.
- A minimum of two hours of professional development required yearly for general education teachers K-3, special education teachers, BSI and ESL teachers, reading specialists, learning disabilities teacher consultant and speech language specialists.
- The professional development must be on the screening, intervention, accommodation, and use of technology for students with reading disabilities.

# Screening for Reading Disabilities

- NJDOE will provide districts with information on screening instruments which can be used to identify students who possess one or more indicators of dyslexia or other reading disabilities.
- The NJDOE is also required to develop and distribute appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.
- The law requires that 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 semester of second grade.
- This law will take effect for the 2014-2015 school year.

# Famous Dyslexics

**Walt Disney**



**Whoopi  
Goldberg**



**Hans Christian  
Anderson**



**JFK**



**George Washington**



**Steve Jobs**

**Steven  
Spielberg**



**Henry Ford**

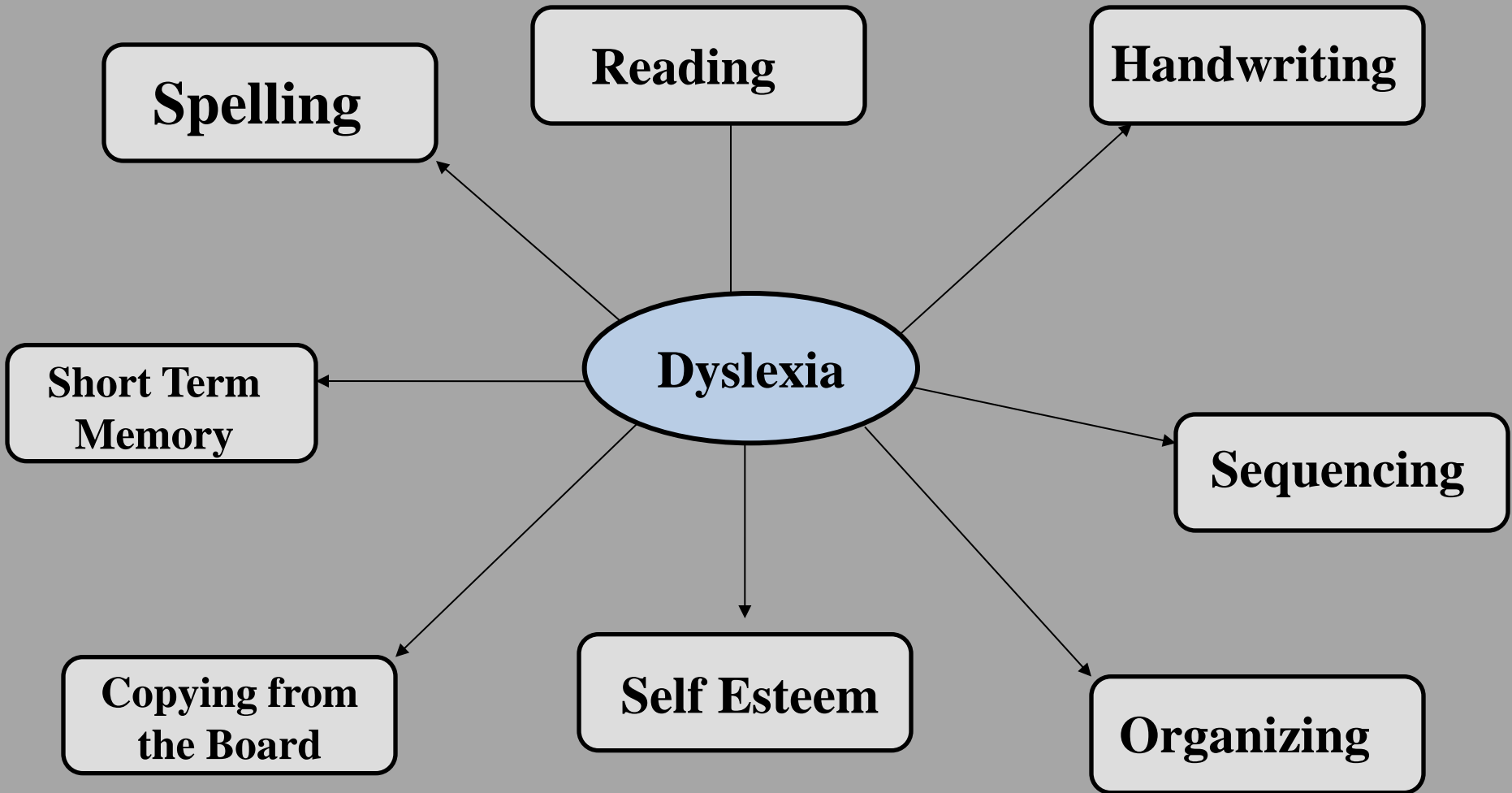
**Tom Cruise**

# What is Dyslexia?

- Dyslexia is a specific neurological learning disability. 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.



# What does Dyslexia Effect?

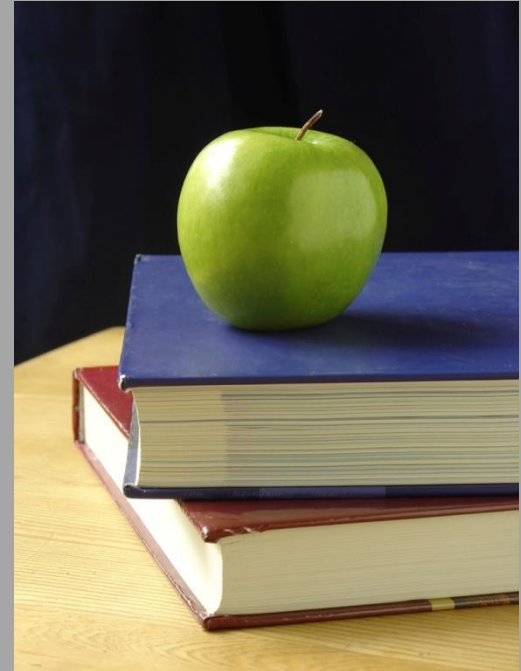


# Characteristics of Dyslexia

- **Dyslexia is one of several distinct Learning disabilities.**
- **It is a specific language-based disorder characterized by difficulties in reading and spelling single words, usually reflecting insufficient phonological processing abilities.**
- **These difficulties are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Individuals with Dyslexia, by definition, have average to above average intelligence.**
- **These primary problems may co-occur with spoken language difficulties and deficits in short-term memory, particularly for information presented without visual backup.**

# Literacy

- **Average or even below average other industrialized nations (Adams)**
- **1 out of every 5 adults are functionally illiterate (Adams)**
- **Illiterate adults account for 75% of the unemployed**
- **1/3 welfare mothers are illiterate**





# Literacy in Schools

- 80-85% of students with an identified specific learning disability have a primary problem with reading and/or language
- 10-20%, or 1 out of every 5-10 students, has symptoms of dyslexia



# **Characteristics of “At Risk” Learners**

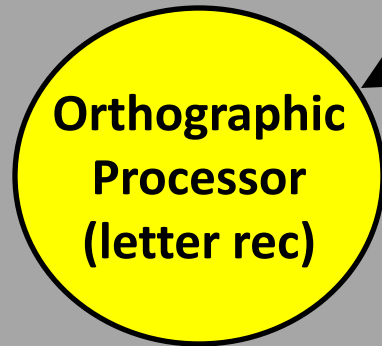
- **Problems with traditional reading programs**
- **Written expression difficulties (spelling)**
- **Handwriting difficulties**
- **Problems with word retrieval**
- **Visual memory & processing difficulties**
- **Auditory memory & processing difficulties**

# **Four Types of Struggling Readers**

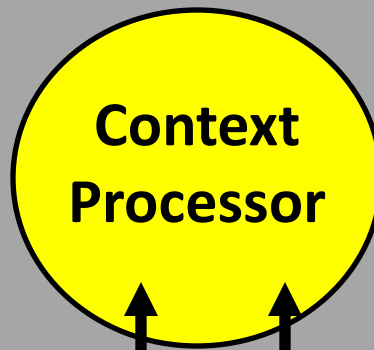
- 1. Non-Alphabetic-** Limited understanding of the alphabetic principal- relies on visual cues- word shape/length or position on the page.
- 2. Compensatory-** Limited understanding of the alphabetic principal- weak phonemic awareness skills.
- 3. Non-automatic-** accurately sound out words but with great effort. Non-automatic reading resulting in poor comprehension.
- 4. Delayed-** Automatic word recognition but acquired later than peers. Poor comprehension.

# Reading Processor

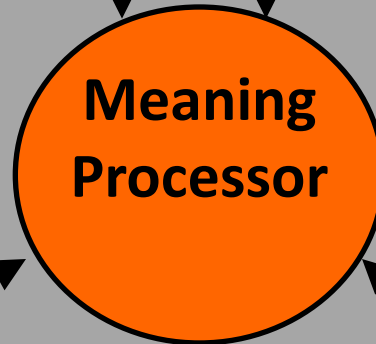
90% of school text consists of just 5000 common words. The remaining 10% of school text consists of more than 94% of words that they will read. This is why the phonological processor is so very critical.



**Print**

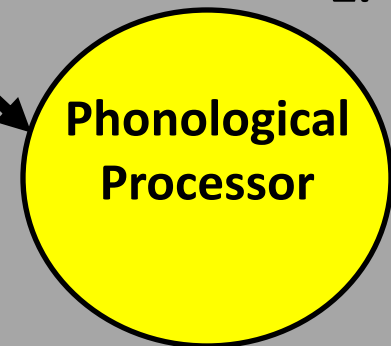


Alternative meanings (bug)

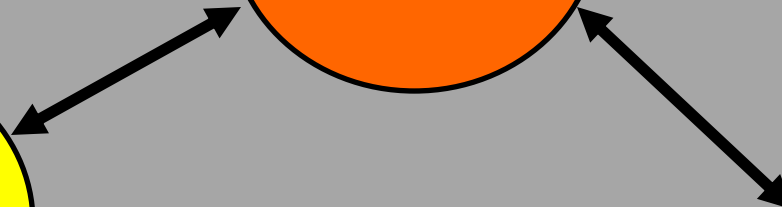


**Beginning to Read  
Marilyn Jager  
Adams**

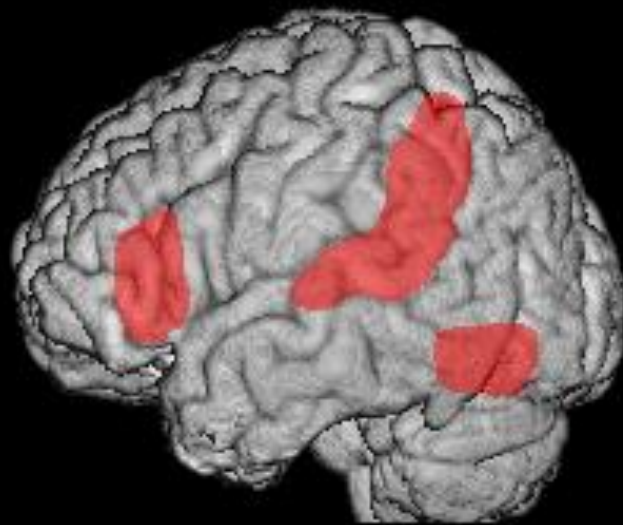
1. Code
2. Word memory



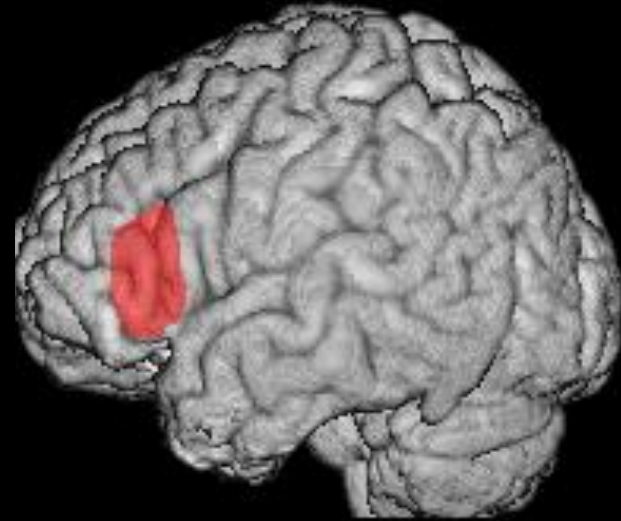
**Speech**



# Neurobiological Basis of Dyslexia



**Typical Readers**



**Dyslexic Readers**

# Warning Signs of Dyslexia by Grade

<u>Preschool</u>	<u>Elementary</u>	<u>High School</u>
Delayed speech	Dysgraphia	Same as Elementary plus:
Mixed up sounds and syllables	Reversals beyond 1 <sup>st</sup> grade	Limited vocabulary
Constant confusion of left vs. right	Slow, choppy inaccurate reading	Poor written expression
Late establishing a dominant hand	Poor spelling	Difficulty mastering a foreign language
Difficulty learning to tie shoes	Challenged by sight words	Difficulty reading printed music
Trouble memorizing	Challenged by telling time	Poor grades
Difficulty rhyming	Challenged by sounding out words	May drop out of school
Close relative with Dyslexia	Poor memorization of facts	
	Messy desk-bedroom	

# **Reading & Research**

- **Yale- Shaywitzs- MRI - Brain study**
- **Joe Torgeson- Florida - Preschool-  
Auditory - Lindamood**
- **Maryann Wolfe- Tufts- Double Deficit  
theory**
- **Bruce Pennington- Genetics-  
Chromosomes 6 & 15**

# Orton-Gillingham Based Programs

- **Project Read**
- **Wilson System**
- **Lindamood**
- **Reading Assist**
- **Stevenson**
- **Alphabetic Phonics**
- **Language Tool Kit**
- **Slingerland**
- **Texas Scottish Rite**





# **Common Features of Multisensory Reading Programs**

## **What is Taught?**

- **Phonology**
- **Phonological Awareness**
- **Sound-symbol association**
- **Syllable Instruction**
- **Morphology**
- **Syntax/Semantics**
- **Handwriting**

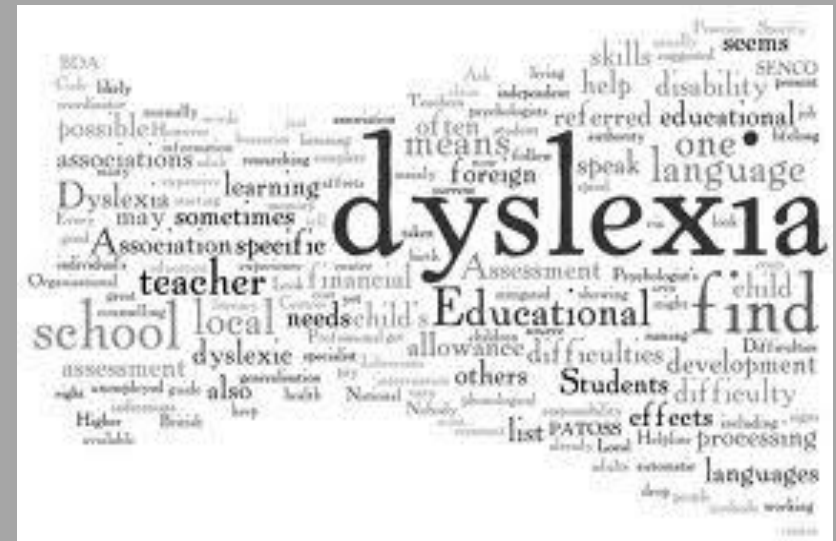
## **How it is Taught?**

- **Controlled text**
- **Structured**
- **Multisensory**
- **Systematic/Sequential**
- **Repetitive**
- **Cumulative**
- **Direct Instruction**
- **Diagnostic Teaching**
- **Synthetic Instruction**
- **Analytic Instruction**

# Accreditation

# 1. IMSLEC: International Multi-Sensory Structured Language Education Council

## 2. Academy of Orton-Gillingham Practitioners



# **Dyslexia Conference**

**Tuesday, August 26**

**8:00-11:30 AM**

**Keynote Speaker:**

**Dr. Robert Selznick Ph.D. Director:  
Cooper Learning Center, Department of  
Pediatrics, Cooper University Hospital**

# **Morning Session I:**

**Session I-A: Sounds & Patterns of the English  
Language: Critical Knowledge for Teaching  
Dyslexics**

**Session I-B: Intervention Strategies for the Struggling  
Reader (Grades K-2)**

**Session I-C: Orton Gillingham: The Chosen Therapy for  
a Dyslexic, Part 1**

**Session I-D: Phonics, Phonology and Phonemic  
Awareness, Part 1**

**Session I-E: Layers of Language: English, the Rule not  
the Exception**

**Session I-F: Body Brain Connections to Assist Students  
with Dyslexia**

## **Morning Session II:**

**Session II- A: Fluency Building for the Struggling Reader**

**Session II- B: Intervention Strategies for the Struggling Reader**

**Session II-E: Phonological Awareness: The SLP's Role in Phonological Processing and Reading Disorders**

**Session II-F: Body Brain Connections to Assist Students with Dyslexia**

**“If you have kids who are struggling with Dyslexia, the greatest gift you can give them is the sense that nothing is unattainable.”**

**–Orlando Bloom**

