

# Identifying Dyslexia & Improving Student Success

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# Identifying Dyslexia & Improving Student Success

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### Dr. Kathy Futterman, Ed.D. Biographic Summary

- Dyslexia Consultant – Decoding Dyslexia CA
- Adjunct Faculty Member – CSU East Bay
- Educational Specialist – Mt. Diablo Unified School District
- CA Dyslexia Workgroup Member – CA Department of Education

## Identification of Students with Dyslexia

### What is dyslexia?

—

A language-based learning disability that is neurobiological in origin affecting a student's ability to read individual words accurately and fluently and by poor spelling and decoding abilities.

## Dyslexia...

—

☀...which typically results 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 and...

## Dyslexia defined...

—

Secondary consequences may include impacting reading comprehension (and written expression) that may impede vocabulary growth and background knowledge

\* Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD). Many state education codes, including New Jersey, Ohio and Utah, have adopted this definition. Learn more about how consensus was reached on this definition: [Definition Consensus Project](#).

## Dyslexia

- 
- \*Students with dyslexia have average to above average to superior intelligence
- \*Reading ability is SEPARATE from intellectual ability
- \*Students with dyslexia are often our most creative, outside of the box thinkers and problem solvers

**DYSLEXIA 411**

October is dyslexia awareness month #DYSLEXIA411 No. 5

Dyslexia is hereditary.

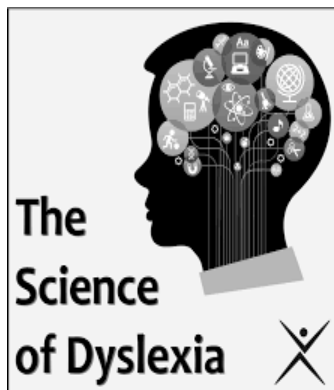
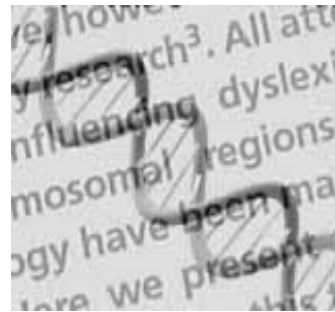
In addition to becoming aware of the signs of dyslexia, take a look at your family history. If someone in your family tree has had trouble reading and spelling - it could be dyslexia.

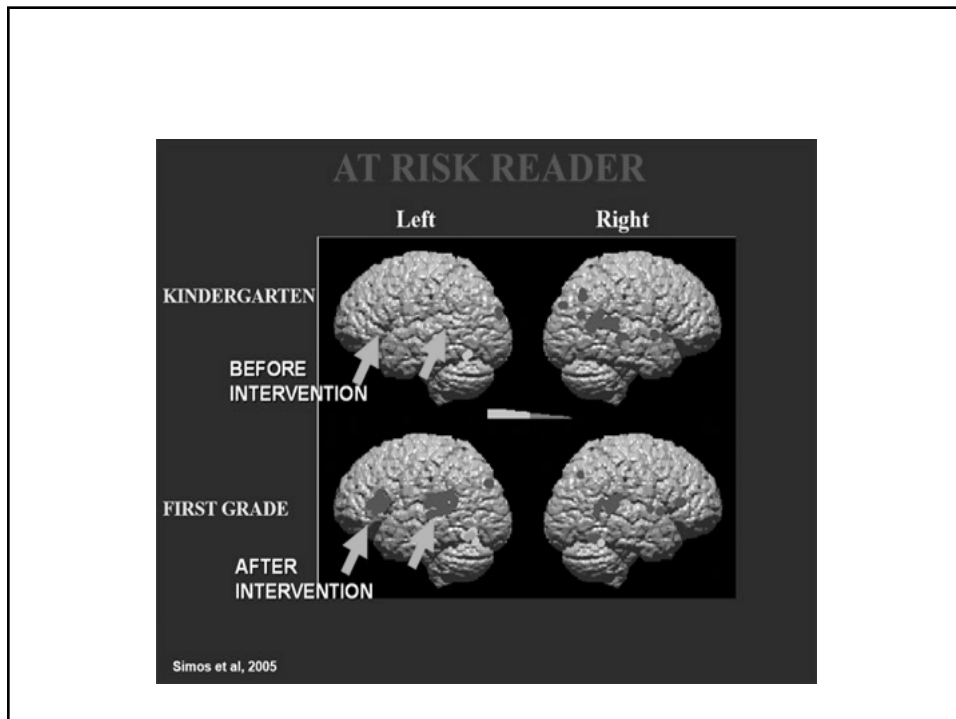
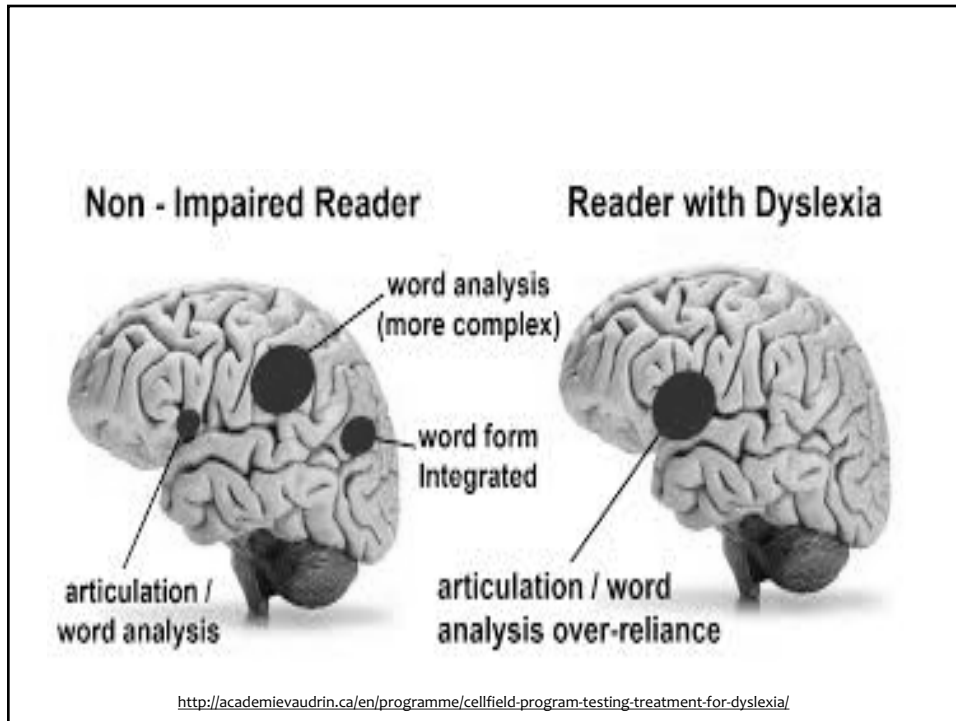
growinggrassandtulipops.com

The poster features a tree where the leaves are letters and the branches are people icons, symbolizing family history. At the bottom, there are three gears containing icons of a book, a person reading, and a person writing.

## Dyslexia can...

- Be genetic – 60% heritability rate
- Be expressed due to poor health care – recurring ear infections during critical language developmental periods
- Be induced by lead poisoning





## Dyslexia can coexist with...

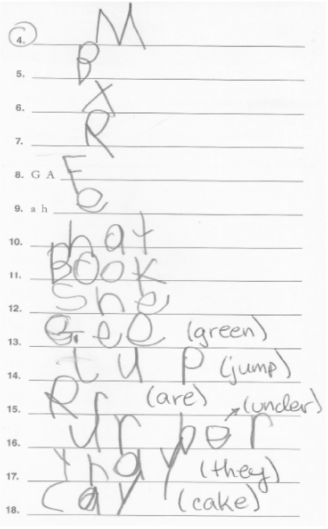
- ADHD
- Specific Language Impairment
- Autism Spectrum Disorders
- Dysgraphia
- Dyscalculia
- Giftedness



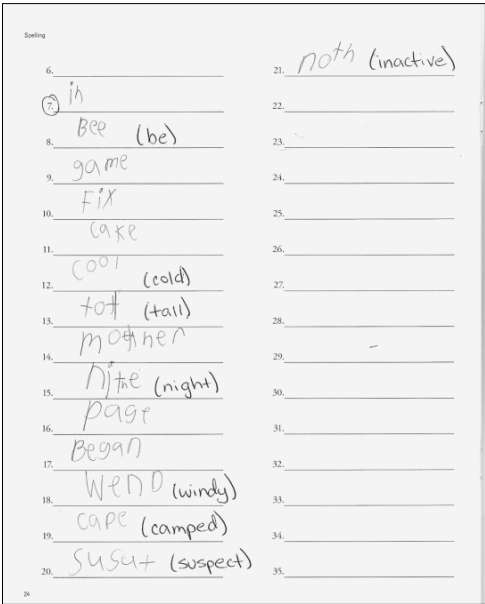
## International Dyslexia Association FACT Sheets

- AD/HD and Dyslexia ([Click here for Spanish](#))
- Adolescents and Adults with Dyslexia ([Click here for Spanish](#))
- Applying for Accommodations on College Entrance Tests
- At Risk Students English Language Learners ([Click here for Spanish](#))
- Common Core State Standards and Students with Disabilities
- Dyslexia and the Brain ([Click here for Spanish](#))
- Dyslexia Assessment
- Dyslexia Basics ([Click here for Spanish](#))
- Dyslexia-Stress-Anxiety Connection ([Click here for Spanish](#))
- Educational Promises
- Effective Reading Instruction for Students with Dyslexia ([Click here for Spanish](#))
- Evaluating Professionals ([Click here for Spanish](#))
- Gifted and Dyslexic ([Click here for Spanish](#))
- Helpful Terminology
- Home Schooling
- Spelling ([Click here for Spanish](#))
- Transitioning from High School to College
- Understanding Dysgraphia ([Click here for Spanish](#))





1<sup>st</sup> Grader – Spelling Sample (WJIV)



Spelling sample (3rd Grader with Dyslexia)

③

I Like to go CUB.  
I got two new CD.  
I like to play lats & game.

One of my ok mmores was  
when I was hit by a car

one of my mmores was  
when I brokoe my hand

## Signs of Dyslexia in the Gen Ed Classroom

dysLexia

## To Identify Dyslexia in Gen Ed...

- \* Phonemic Awareness
- \* Knowledge of Letter Names
- \* Sound-symbol Correspondence
- \* Single Word Decoding –  
Real Words
- \* Single Word Decoding –  
Nonsense Words
- \* Sight Word Recognition
- \* Rapid Naming – letters, numbers
- \* Encoding = Spelling
- \* Listening Comprehension
- \* Reading Comprehension
- \* Oral Reading Fluency
- \* Handwriting/Written Expression

## Kindergarten – 1<sup>st</sup> Grade

- \* Difficulty rhyming
- \* Difficulty with directionality and sequencing tasks
- \* Difficulty learning letter names and associated sounds to the letters
- \* Might mispronounce multisyllabic words



## Grades 2-4

- \* Having a hard time spelling words correctly
- \* Handwriting issues
- \* Difficulty reading single words accurately and/or fluently
- \* Difficulty writing complete sentences and using correct punctuation and capitalization



## Upper Elementary & Middle School

- \* Reading fluency issues
- \* Reading comprehension issues
- \* Written expression issues
- \* Continued immature handwriting
- \* Spelling errors – including inaccurate representation of vowel sounds and vowel teams
- \* Reduced vocabulary use in writing

## High School

- \* Challenges with long-term projects and longer writing assignments
- \* Difficulty decoding unknown multisyllabic words and applying knowledge of common morphology
- \* Slow to respond either verbally and/or during timed tests
- \* Avoidance of reading aloud and/or speaking in front of the class
- \* Knowing how to navigate different text structures and genres
- \* Learning a foreign language

How Districts and Administrators  
Can Best Support Student  
Learning, Engagement & Success

## Definition of RtI:

“Response to Intervention is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.”

\* National Association of State Directors of Special Education

## UDL Principles:

### **Multiple means of representation**

- \* gives learners various ways of acquiring information and knowledge

### **Multiple means of action and expression**

- \* Provides learners with alternatives for demonstrating what they know and how they know it

### **Multiple means of engagement**

- \* Tap into the learner’s interest... motivate them to learn

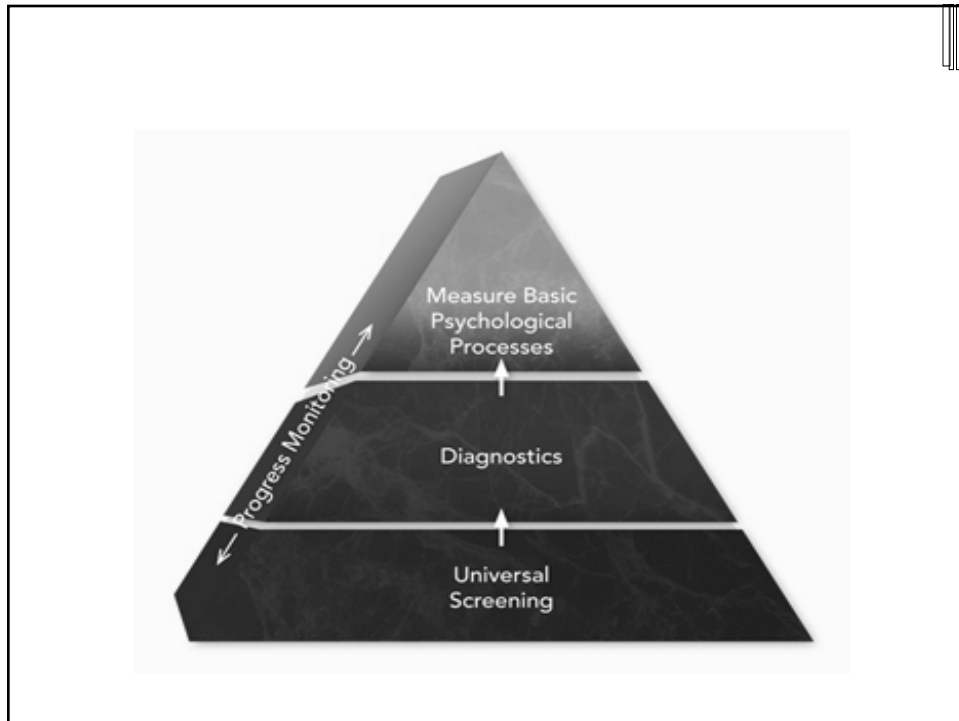
## Who is responsible for implementing RtI?

- \* General Education Teachers
- \* Special Educators
- \* Reading Specialists
- \* School Psychologists
- \* Literacy Coaches
- \* Paraprofessionals
- \* Site Administrators
- \* District Administrators
- \* Support Providers –
- \* SLPs, OTs, PTs, Behaviorists



## When do you collect data within an RtI model?

- \* **Tier 1 – All students** (whole class)
  - \* 3 times per year
  - \* Goal = 80% of all students get their needs met in Tier 1
- \* **Tier 2 – “At-risk” students** (small group)
  - \* 1-2 times per month
  - \* Goal = 15% of students in Tier 2
- \* **Tier 3 – Special Ed students** (individual)
  - \* 1-2 times per week or daily
  - \* Goal = 5% of students in Tier 3



## RtI Pyramid of Assessment:

### Measure Basic Psychological Processes

Measures of cognitive ability can be used to determine the relative contribution of deficits in the basic psychological processes on the academic skill deficits observed during interventions.

### Diagnostics

Diagnostic assessments help target specific skill deficits that will be the focus of intervention curriculum.

### Progress Monitoring

Progress Monitoring assessments help measure how well students are responding to their interventions and help determine which students need more intensive interventions.

### Universal Screening

Universal screening assessments help identify students who need intervention. This includes students who are achieving below grade-level expectations and may be in danger of not making Adequate Yearly Progress (AYP) and those who may have a Specific Learning Disability (SLD).



## Assessment procedures should:

- \* Directly assess state standards
- \* Assess a specific variable (i.e. word recognition)
- \* Be sensitive to small increments over time
- \* Efficient administration – short duration
- \* Multiple forms for repeated administration
- \* Teacher friendly summarized data displays
- \* Comparable across students
- \* Monitor student's performance over time
- \* Directly connect to instructional strategies

## Examples of possible assessment tools:

- \* DIBELS
- \* Aimsweb
- \* EasyCBM
- \* Slosson Oral Reading Test
- \* Qualitative Reading Inventory
- \* Qualitative Spelling Inventory (Words Their Way)



## Key Accommodations

## In the classroom...

- \* Not a substitute for remediation and targeted intervention using evidence-based Structured Literacy approaches to reading and language
- \* Structured Literacy approaches defined as
  - Multi-sensory
  - Structured & Sequential
  - Systematic
  - Direct & Explicit

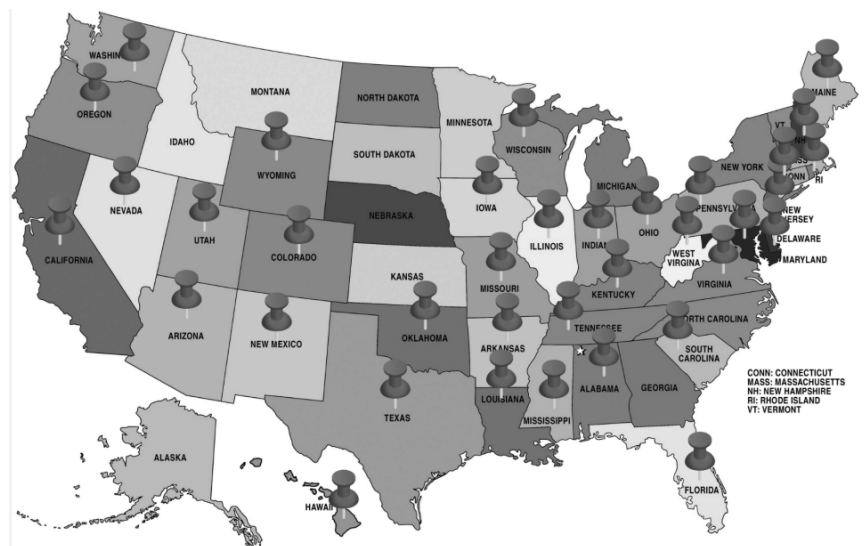
## Assistive Technology

- \* Text to Speech applications
- \* Speech to text applications
- \* eBooks/eTexts
- \* Smart Pens
- \* Graphic Organizers – printed or software
- \* Color-coded raised-lined paper
- \* Word prediction software
- \* .pdf conversion applications

## Best Practices to Transform Schools for Students with Dyslexia

## Know Federal and State laws for students with dyslexia

- \* Dyslexia has been in federal IDEA since 1975 under the qualifying conditions for a Specific Learning Disability
- \* 33 states currently have dyslexia laws
- \* Dyslexia Legislation by State:  
<https://www.nesy.com/us/state-dyslexia-legislation/>



[www.nesy.com/us/state-dyslexia-legislation/](https://www.nesy.com/us/state-dyslexia-legislation/)

# CA Dyslexia Guidelines

Definition of Dyslexia  
Characteristics of Dyslexia  
Neuroscience of Dyslexia  
Dyslexia & English Language Learners  
Screening & Assessing for Dyslexia  
Teacher Training  
Structured Literacy Approaches  
Assistive Technology  
Information & Resources for Parents



## **California Dyslexia Guidelines**



California Department of Education  
Sacramento, 2017



## Implementation

The need for engaging in a comprehensive, collaborative Response to  
Intervention/MTSS model within the district and across school sites

## Some Real-World Examples...



## What some districts have started doing...

- \* Creating Dyslexia Workgroups
- \* Creating Dyslexia Think Tanks
- \* Implementing 3-tiers of Structured Literacy Instruction
- \* Using Experience Dyslexia Simulations
- \* Professional Development for all stakeholders to promote dyslexia awareness, understanding state laws and ideas for implementation

## Resources

CDE Dyslexia Guidelines  
Decoding Dyslexia CA  
International Dyslexia Association  
Northern CA Branch of IDA  
RtI Action Network  
RtI Network - SLD ID Toolkit  
Pearson Dyslexia Toolkit  
WJIV – Assessing for Dyslexia

## Thank you

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