




Dyslexia



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How it all began....

About 2 years ago our Reading PLC started talking about some of the things our struggling students do and how we should best intervene with them.

Examples:

They skipped the small words like “the”, “a”, or “an”.

They reversed letters constantly.

They substituted words like “fast” for “speedy”.

They would know a word on one page, but totally miss it on the next page.

They misspelled words or even worse wouldn't write because they were afraid to make

How it all began...

The topic of Dyslexia was brought up and none of us in the room knew much about it. So we decided as a group to make it our focus. We were going to learn more about Dyslexia.

We watched a documentary called “Embracing Dyslexia”

We watched a lecture online from Susan Barton, a well-renowned expert of Dyslexia and the creator of the Barton Reading and Spelling Program.

We jigsawed articles.

At the end of the day we knew that a lot of our students showed typical signs of dyslexia, but still didn't really know how to help them.

The next step...

There was a graduate level 6 day course being offered twice every summer on Dyslexia. People who finished the course would be considered Dyslexia Consultants and have the ability to screen for Dyslexia.

I wanted to be a part of that...

I applied 2 years ago and did not receive the grant.

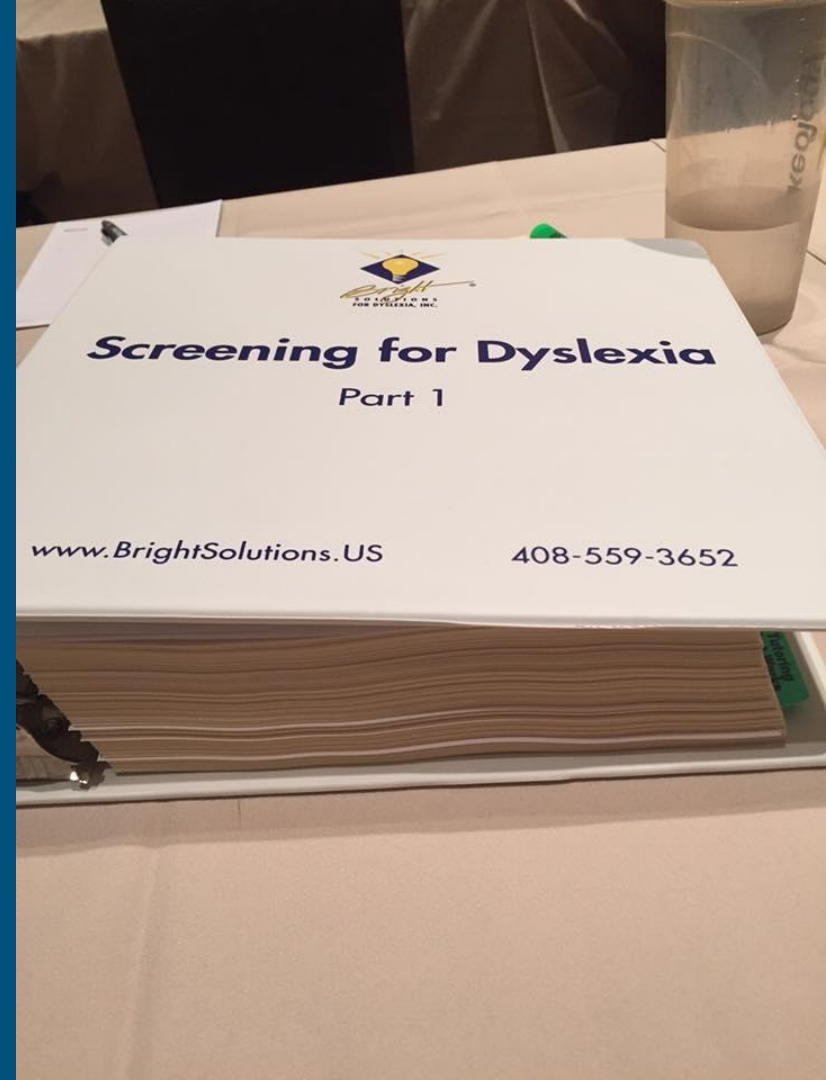
I applied again last year and through the new **Hansen Inspired Teacher Grant**, was completely honored to attend the seminar in Chicago this past July.

Off to Chicago!

- The presenter for all 6 days was [Susan Barton](#)!
- 8 hours a day
- Day 1: Information on Dyslexia
- Day 2: How to do a parent interview and in-depth report card review.
- Day 3: Prior Testing, School work samples, and Tutoring that works.
- Day 4: Screening Tools
- Day 5: Screening Tools & Accommodations
- Day 6: Write the report & Final Meeting.

Optional evening sessions:

- AD/HD
- Special Education IEPs and Dyslexia
- Tutoring Questions





My take aways...

Dyslexia is an inherited condition that makes it extremely difficult to read, write, and spell in your native language—despite at least average intelligence.

Dyslexia affects 1 in 5 people to varying degrees.

My take aways...

Early screening is key.

- We can pick up on warning signs of dyslexia as early as preschool.

- We need to have a reliable and efficient screening process for Kindergarten.

- We need to report to the Commissioner of Education by July of 2017 of how we are screening for dyslexia.

Early intervention is even more key.

- Phonemic Awareness is a foundational skill that needs to be explicitly taught.

- Using the RIGHT intervention is important. (Anything that is Orton-Gillingham based)

Action Steps...

A 3 hour training on Dyslexia was done with the intervention teachers at both Wildwood and OHA in September.

Overview of and Dyslexia ways to intervene.

We added a rhyming assessment to our Kindergarten Fall Screening.

We are working with about 20% of kindergarteners in a short term phonemic awareness intervention to help strengthen the foundation of reading.

We ordered and are using the Barton Reading and Spelling intervention with second grade students who fit the profile of dyslexia--in hopes of

Action Steps...

October is Dyslexia Awareness Month

Educating teachers on Dyslexia is the first step.

Email blasts are going out about twice a week to all Wildwood and OHA Staff members.

In the process of updating our Reading Website to include a page of resources on Dyslexia for parents and teachers.

Resources

Bright Solutions: <http://www.dys-add.com/index.html>

Decoding Dyslexia MN: <http://www.decodingdyslexiamn.org/>

Dyslexic Advantage: <http://www.dyslexicadvantage.org/>

International Dyslexia Association: <https://dyslexiaida.org/>

Understood: <https://www.understood.org/en>

[Overcoming Dyslexia](#) by Dr. Sally Shaywitz