

A large, thick black L-shaped graphic is positioned on the left side of the page, extending from the top to the bottom. A second, smaller L-shaped graphic is positioned on the right side, extending from the top to the bottom, mirroring the first one.

DYSLEXIA BASICS

What Parents and Educators Can Do



UNIVERSITY OF UTAH READING CLINIC

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www.uurc.org

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Dyslexia Basics

- Dys = abnormal; not in a positive way (*Greek*)
- Lex = word (*Greek*)
- Misconceptions (e.g., see backwards, words jump on the page, colored lenses, marching, eye training)
- Core deficit is in language, specifically, the phonological system which causes difficulty matching **speech sounds** to letter symbols.
- Math and oral language abilities normal or above

Dyslexia is...

- ...a **specific learning disability** that is **neurobiological** 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**.

Dyslexia is a specific learning disability that is neurobiological in origin...

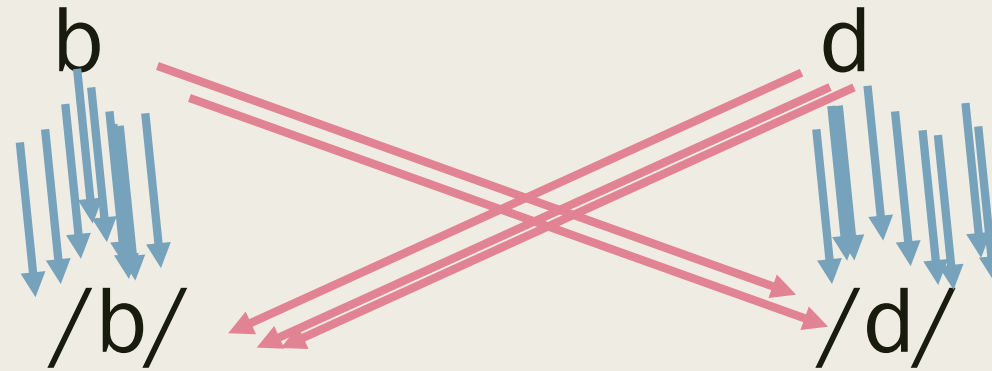
This definition has been adopted by:

- International Dyslexia Association
- National Institute of Child Health & Human Development (*US Department of Health & Human Services*)

Dyslexia

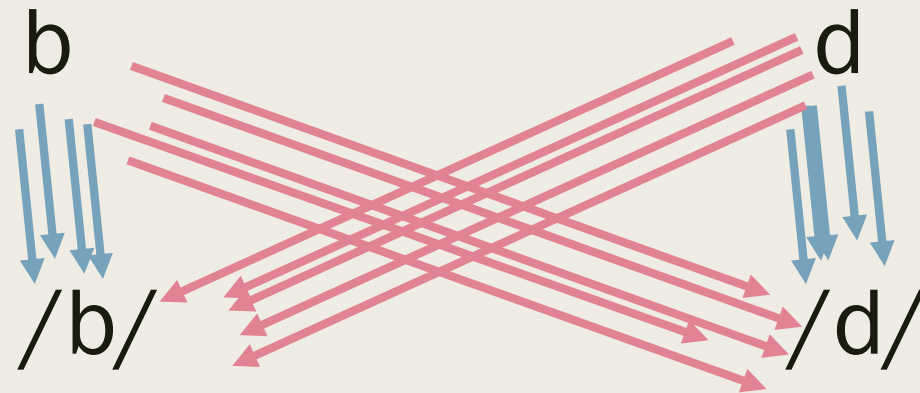
- is **not** caused by a visual problem
- is **not** caused by lack of motivation
- occurs in all socioeconomic levels
- occurs slightly more in boys than girls
- may occur in spite of good classroom instruction
- is resistant to intervention
- may occur with other disorders (e.g., ADD)

A Non-Dyslexic Child's Journey in G1

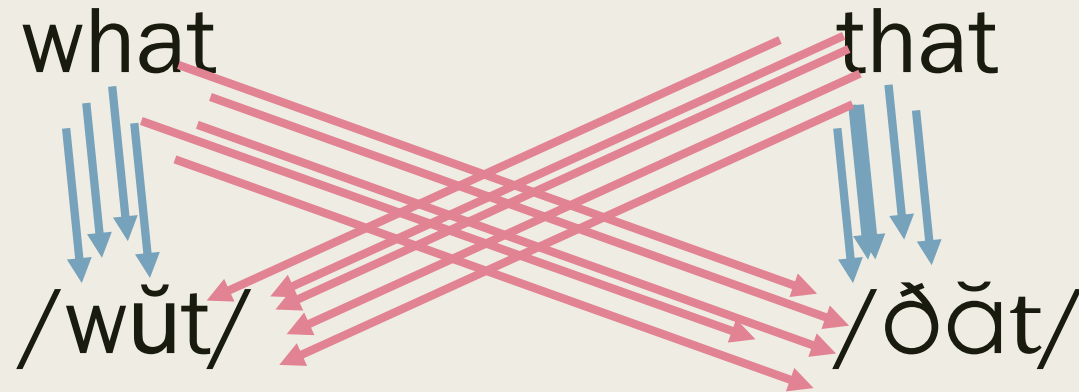


Over time, speech sounds and graphemes processed simultaneously (automaticity).
Result? No more mistakes!

A Dyslexic Child's Journey in G1 and On



A Dyslexic Child's Journey in G1 and On



quit, quiet, quite
ever, every, very ever

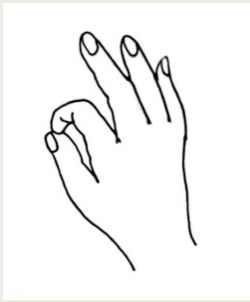
and, said
though, through

What Can Teachers & Parents Do?

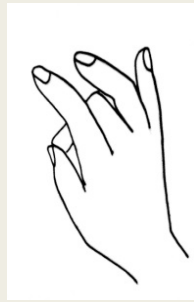
- Teach Tapping for Reading & Spelling (at the syllable level)
- Fully-Analyze Confused High Frequency Words
- Sound like _____, but spells like _____.
- Repeated Readings -
<http://www.uurc.utah.edu/General/Forms-Charts.php>

What Can Teachers & Parents Do?

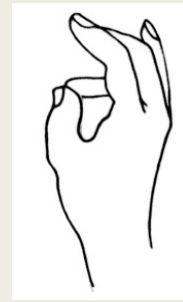
■ Teach Tapping for Reading & Spelling (at the syllable level)



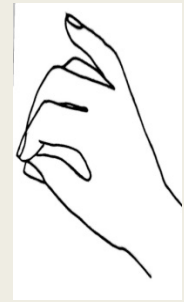
■ 1. tap forefinger
/s/



2. then, middle finger
/ā/



3. then, ring finger
/d/



4. then, all 3 at once
/sad/

■ shrimp; black vs. back; stick vs. sick; quite vs. quit; supplant

What Can Teachers & Parents Do?

- Fully-Analyze Confused High Frequency Words
- Write 1 Confused High Frequency Word (e.g., *said*)
 - *Count letters; count phonemes.*
 - *Make Elkonin Boxes for phonemes.*
 - *Tap to identify letters for sounds & write in boxes.*
 - *Re-analyze as needed.*
- Practice 2-2-2 with that word.

What Can a Parent Do at Home?

- Home Word Charts -

<http://www.uurc.utah.edu/General/HomeWord.php>

- Repeated Readings -

<http://www.uurc.utah.edu/General/Forms-Charts.php>

- More, more, and more!

<http://www.uurc.utah.edu/Parents/ParentLinks.php>

University of Utah Reading Clinic 3rd Grade Word List Reading Chart

Student Jean E. Buhrmaster Tutor Doris Turner

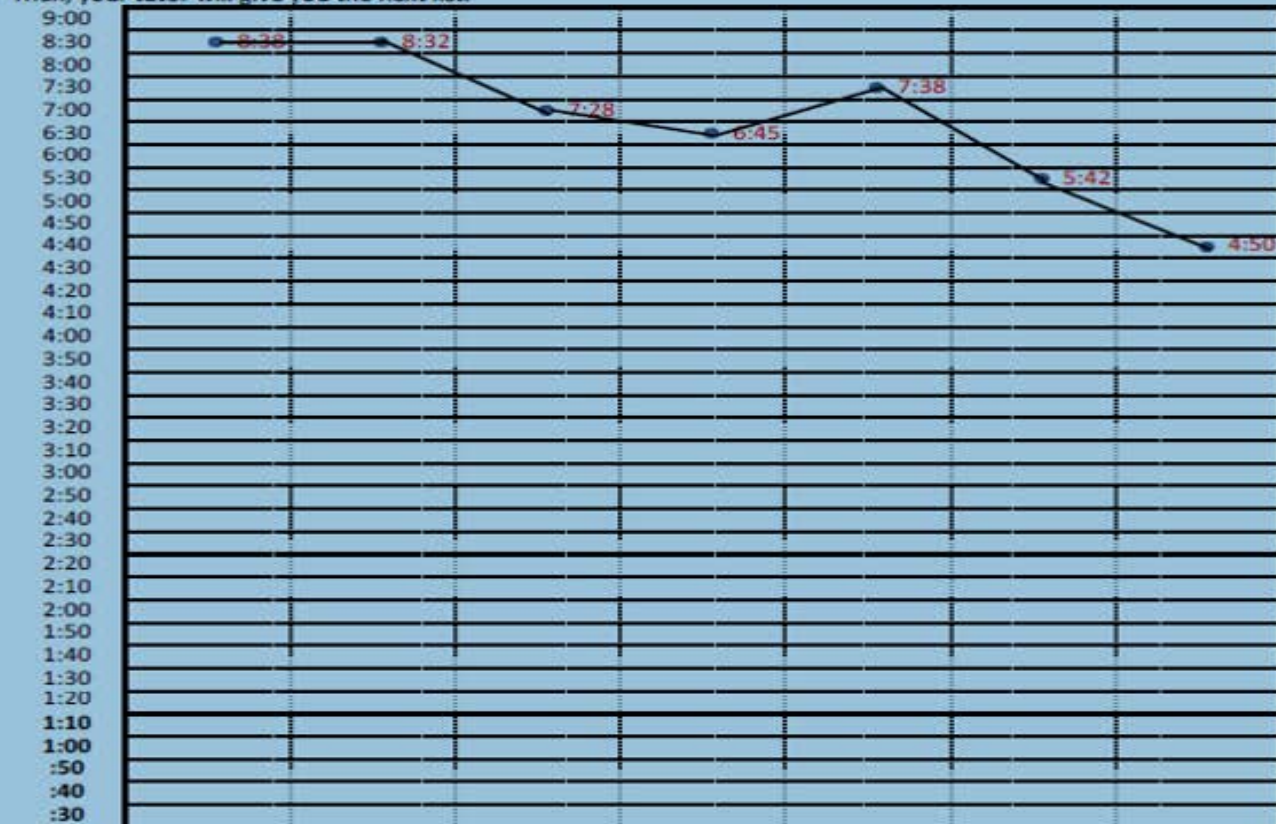
Start Date 12/2/13 End Date 12/8/13 List # 2

Read this word chart with your child every day.

1. Set a timer to count up. When your child starts reading aloud, start timer.
2. Mark your child's errors on the page-protected list with a wet-erase marker while he/she reads.
3. If your child hesitates for more than 3 seconds give him/her the word and count it as an error. If your student corrects the word on his/her own, do not count as an error.
4. After your child has read the entire list, put a dot and write the time on the graph (see example).
5. Count number of errors and write number in the box at the bottom of the page (see example).
6. Review the errors for that day; make sure your child says each word correctly.

Use this list until your child's times are below the bolded line, three times in a row, and with less than 5 errors.

Then, your tutor will give you the next list.



Number of Errors	15	13	12	10	8	7	6
Date	12/2/2013	12/3/2013	12/4/2013	12/5/2013	12/6/2013	12/7/2013	12/8/2013

University of Utah Reading Clinic 4th Grade Word List Reading Chart

Student _____ Tutor _____
Start Date _____ End Date _____

Read this word chart with your child every day.

1. Set a timer to count up. When your child starts reading aloud, start timer.
2. Mark your child's errors on the page-protected list with a wet-erase marker while he/she reads.
3. If your child hesitates for more than 3 seconds give him/her the word and count it as an error. If your student corrects the word on his/her own, do not count as an error.
4. After your child has read the entire list, put a dot and write the time on the graph (see example).
5. Count number of errors and write number in the box at the bottom of the page (see example).
6. Review the errors for that day; make sure your child says each word correctly.

Use this list until your child's times are below the bolded line, three times in a row, and with less than 5 errors. Then, your tutor will give you the next list.

9:00							
8:30							
8:00							
7:30							
7:00							
6:30							
6:00							
5:30							
5:10							
5:00							
4:50							
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1:20							
1:10							
1:00							
:50							
:40							
:30							
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Number of Errors							
Date							

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4th Grade Word List #1

Student Copy

scratch	friend's	barometer	ability
iris	set	valley	robbing
supplies	incredible	decide	grandma's
nighttime	wrestler	distrust	fuel
studying	steel	however	wild
drying	island	delays	February
knot	written	confuse	universe
skirt	latitude	disagree	disappointment
southern	local	meteorologist	eardrum
Canada	flashlight	health	sources
gentler	aisle	conifers	recess
might've	brook	scarier	republic
pollution	whenever	incisor	seismograph
dishonest	dribble	meant	ray

Students Who Do Not Qualify for an IEP

- For students with moderate reading difficulties who do not have IEPs, and who are unlikely to qualify for an IEP, a 504 Plan can be a life-saver!
- A 504 Plan will allow accommodations that help a junior high/high school student to keep up with coursework and demonstrate optimum performance on standardized tests (e.g., ACT)
- Teachers need to be in the 504 “loop” for the plan to work well. A 504 Plan is not “cheating!”

UURC Services

- Basic Assessment Battery - \$50
- Intensive Assessment Battery - \$100
 - *after intervention*

- Basic Intervention - 45 minutes 2x week
- Intensive Intervention (Wilson) - 75 minutes 2x week

- Professional Development for Educators (basic, intensive intervention)

www.uurc.utah.edu



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UNIVERSITY OF UTAH READING CLINIC
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THE UNIVERSITY OF UTAH READING CLINIC (UURC)



The University of Utah Reading Clinic was created by the 1999 Utah Legislature to provide specific "direct services" to Utah educators and parents. The goals of the clinic include:

- serving as a [resource for parents](#) by offering [assessment](#) and [intervention](#) to struggling readers.
- providing professional development to [educators](#)

Contact information

The University Of Utah Reading clinic (UURC) is located at:

5242 So. College Drive (480 West)
Suite 100
Murray, Utah 84123
([Driving Directions](#))

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e-mail: UURC@ed.utah.edu

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For More Information

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- 410-296-0232

