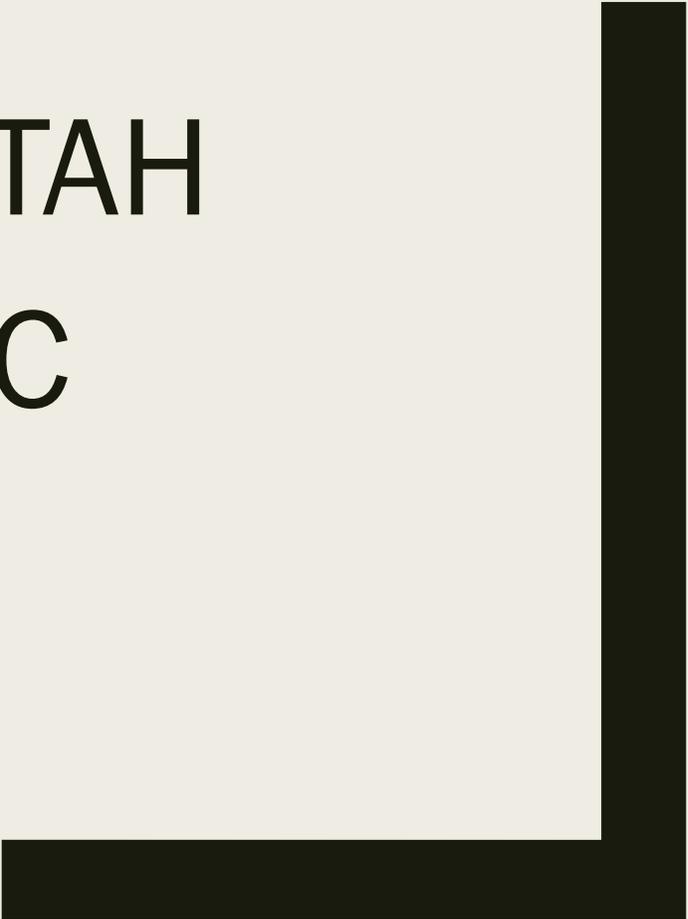




# DYSLEXIA BASICS

What Parents and Educators Need to Know





# UNIVERSITY OF UTAH READING CLINIC

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801-265-3951

# Take This to the Bank:

- Good readers take in almost every word on the page. They recognize words at sight. With an unfamiliar word, they use spelling patterns to quickly chunk the word by syllable.
- Poor readers rely on context to identify words.

Adams, 1990, Perfetti & Lesgold, 1979; Rayner & Pollatsek, 1987; Stanovich & Stanovich, 1995

black

green

black

green

red

green

blue

black

red

red

green

blue

green

blue

black

red

black

green

black

green

blue

green

blue

red

red

green

black

He had never seen dogs fight as these wxxxish  
cxxxxxxx fxxxxt, and his first exxxxxxxx txxxxt  
him an unfxxxxxxble lxxxx. It is true, it was a  
vixxxxxx exxxxxxxx, else he would not have  
lived to prxxit by it. Cxxxx was the vxxxx.  
They were camped near the log store, where  
she, in her friendxx way, made adxxxxxx to a  
husky dog the size of a full-xxxxx wolf, thxxxx  
not half so large as xhe. Thxxx was no wxxxing,  
only a leap in like a flash, a metxx clip of teeth, a  
leap out exxxxly swift, and Cxxxx's face was  
ripped open from eye to jaw.

# What Causes Reading Difficulties?

The Source(s) of Reading Difficulties are



**Constitutional**  
(in the child)

and/or

**Environmental**  
(outside the child)

# Important Terms

- **Phoneme:** An individual speech sound.  
(/ *sh* /, / *ō* /, / *p* /)
- **Grapheme:** A letter or letter group that represents a speech sound or phoneme.  
(*sh* – *o* – *p*) Not synonymous w/letter (*s* – *h*).
- **Morpheme:** The smallest linguistic unit in a word that has meaning. (*shop* + *ed*)

# 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

# Does That Mean Dyslexics Don't Hear Well?

- A dyslexic's auditory system is **not** impaired.
- That is, the physiology of ears and hearing are within the normal range.
- A dyslexic's deficit lies in the BRAIN.

# Could It Be a Problem with the Visual System?

- A saccade occurs when the eyes make a small ‘jump’ from one fixation to the next.
- Dyslexics ‘saccade’ like beginning readers (i.e., lots of regressions).
- When reading improves, saccades improve, but saccadic training does not improve reading.
- Dyslexia is not correlated with eye or eye movement problems.

# Dyslexia: Not the Fault of the Visual System

- Historically (and still), many believed that dyslexia was caused by visual problems...WRONG!
- Reading is visually driven, but only in the sense that retinal images must be transmitted to the brain
- Once images get to the brain, decoding/word rec occur via non-visual cognitive systems (e.g., phonological)
- What look like visual probs (e.g., directionality) are symptoms rather than causes

# Visual Intervention for Dyslexics? No!

- Given lack of scientific evidence, and high probability that visual treatment for dyslexia are theoretically flawed, the *American Academy of Pediatrics & AETNA Insurance* do not endorse and will not pay for these controversial treatments.
- <http://pediatrics.aappublications.org/content/124/2/837>
- [http://www.aetna.com/cpb/medical/data/1\\_99/0078.html](http://www.aetna.com/cpb/medical/data/1_99/0078.html)

# 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...*

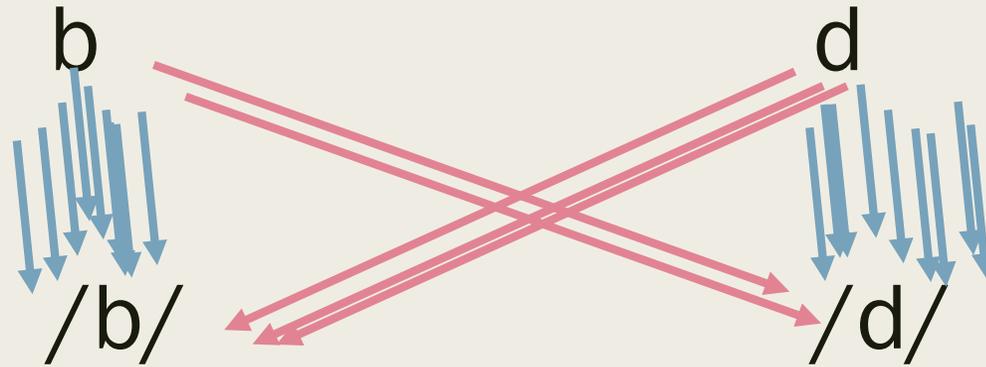
This definition has been adopted by:

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

# Dyslexia

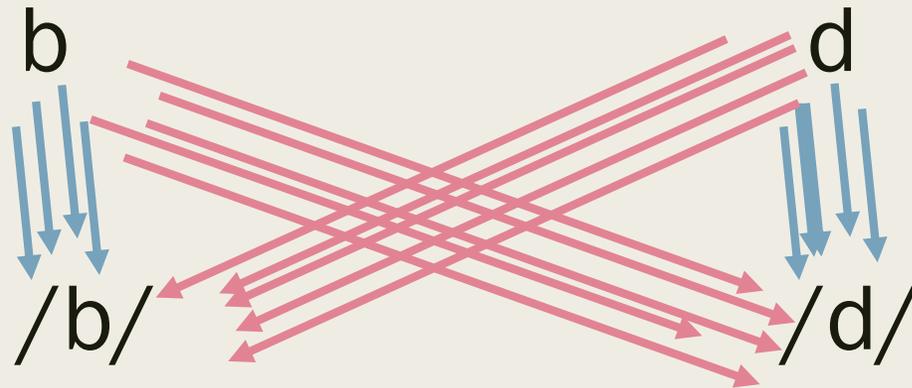
- is **not** caused by a visual problem
- is **not** caused by lack of motivation
- occurs in all socioeconomic levels
- occurs slightly more in boys than girls
- may occur in spite of good classroom instruction
- is resistant to intervention
- may occur with other disorders (e.g., ADD)

# 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



quit, quiet, quite  
ever, every, very ever

and, said  
what, that



# Is My Child Dyslexic?

- **Timed** tests of letter-names or letter-sounds in K & early G1.
- **Timed** *phoneme awareness* (e.g. wug, sim) tasks in early G1.
- *Oral reading fluency*, a **timed** test of reading rate and accuracy in connected text in G2 and up.
- Poor spelling well below grade level expectations
- Poor response to basic reading intervention

# Identifying Reading Disability in Utah

- Utah Schools may use any of the following options:
  - A. Response to Intervention
  - B. Discrepancy (1.5 s.d.) between reading achievement & intellectual ability
    - e.g.,  $IQ = 100$     $WRMT = 78$
  - C. Combination of A & B above

# The Team Approach

- Student
- Parents/Guardians
- Classroom Teacher
- School Psychologist
- Speech & Language Pathologist
- Academic Therapist
- Content Area Teachers
- Reading Specialist
- Intervention Specialist
- Occupational Therapist



# 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)

# 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>

# www.uurc.utah.edu



For Parents
For All
Research Base
Reading Horizons Discovery
Forms and Charts
Leveled Books
<b>For Educators</b>
Student Assessments
"U Steps" Resources
Tier 1 Resources
Videos
Apps
<b>Presentations, Articles, and Linked Resources</b>
Professional Development
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Summer Course Registration
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UNIVERSITY OF UTAH READING CLINIC  
COLLEGE OF EDUCATION  
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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)  
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([Driving Directions](#))

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# For More Information

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Dyslexia Association

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- [www.interdys.org](http://www.interdys.org)
- 1-800-ABCD123
- 410-296-0232

