

# Persons with Dyslexia will L.E.A.R.N.:

## Identification | Program | Support

Prepared by Serena Teo, MAT (ESE), MA (CE)

This talk begins on the simple key signs to identify dyslexia. Based on the challenges, the remediation programs and strategies have to build up the phonemic awareness skills, auditory processing skills, segmentation skills, and blending skills. The continuous supports are critical for persons with dyslexia to move from one level to another level.

### 1. Identification

#### Ways to Spot the Dyslexic in the Classroom

- (1) Does he have trouble with sequence?
- (2) Does he have trouble with "critical symbols?" (d-b-p-q / m-w / u-n / 6-9 / h-y)
- (3) Does he form letters with a clockwise (rather than counterclockwise) motion?  
Does he mark from the bottom up (as in making 7, t, f, p, g, b, d)?  
Does he mix capital and lower case letters?  
Does he mix manuscript and cursive styles?  
Is he prone to use capital B and D instead of lower case?
4. Does he fall apart under time limits and pressure? Does he work very slowly?
5. Does he skip punctuation cues?
6. Does he have difficulty copying from the blackboard?
7. Is it impossible for him to remember multiplication tables?
8. Does he have trouble with many aspects of time  
(telling time, remembering his birthday, days of the week, months of the year)?
9. Does he have difficulty following directions? Does he ask you over and over what you say?  
Does he need constant reminders of what to do?
10. Does he have problems with oral language? Poor recall of nouns?
11. On tests, does he refuse to take allotted time, guess, and mark at random?
12. Does he exhibit preservation and/or telescoping?
13. In spelling, does he transpose silent letters within words; can he not recall correct order of letters; does he misplace silent e?
14. In math, does he sometimes work left to right, when opposite direction is called for? Does he reverse processes while computing? Is he unable to organize facts in story problems?
15. Does he sub-vocalize and use his finger as a pointer? (He needs these cues!)

16. Dyslexics may work 5 to 6 times more slowly than other students. Rule of thumb: try assigning 1/5 amount of rest of class, then slowly increasing amount. Seek quality rather than quantity.
17. Auditory dyslexic is never quite sure he heard correctly. May comprehend only 30-40 percent of what he hears according to Dale Jordan.
18. Watch him write the alphabet on ruled paper. Does he hesitate? Does he switch from manuscript to cursive? Does he have proper letter shapes? Proper sequence? (The teacher should attempt to re-create his style by tracing over and observing flaws in directionality.)
19. Does he show an ability to tell whether words are the same or different? Does he have difficulty in reproducing or identifying rhymes?
20. Do his papers, especially spelling papers, look like "bird scratchings?" Do they have many erasures, mark-overs, erratic spacings?

The above information is taken from

[http://www.visd.com/depart/specialPrograms/dyslexia/dyslexia\\_handbook\\_teacherstrategies.pdf](http://www.visd.com/depart/specialPrograms/dyslexia/dyslexia_handbook_teacherstrategies.pdf)

**The symptoms of dyslexia can differ from person to person, and each person with the condition will have a unique pattern of strengths and weaknesses.**

### **Preschool children**

In some cases, it may be possible to detect symptoms of dyslexia before a child starts school.

Possible symptoms include:

- delayed speech development in comparison with other children of the same age
- speech problems, such as not being able to pronounce long words properly and "jumbling" up phrases - for example, saying "hecilopter" instead of "helicopter", or "beddy tear" instead of "teddy bear"
- problems expressing themselves using spoken language, such as being unable to remember the right word to use, or putting together sentences together incorrectly
- little understanding or appreciation of rhyming words, such as "the cat sat on the mat", or nursery rhymes
- difficulty with, or little interest in, learning letters of the alphabet

### **Early school years**

Symptoms of dyslexia in children aged five to seven include:

- problems learning the names and sounds of letters
- spelling that is unpredictable and inconsistent
- problems copying written language
- poor phonological awareness

### **Poor phonological awareness**

Phonological awareness is the ability to recognise that words are made up of smaller units of sound (phonemes) and that changing and manipulating phonemes can create new words and meanings.

A child with poor phonological awareness may not be able to correctly answer these questions:

- What sounds do you think make up the word "hot" and are these different from the sounds that make up the word "hat"?
- What word would you have if you changed the "p" sound in "pot" to a "h" sound?
- How many words can you think of that rhyme with the word "cat"?

### **Word attack skills**

Young children with dyslexia also have problems with "word attack skills". This is the ability to make sense of unfamiliar words by looking for smaller words, or collections of letters, such as "ph" or "ing", that a child has previously learnt. For example, a child with good word attack skills may read the word "sunbathing" for the first time and gain a sense of the meaning of the word by breaking it down into "sun", "bath", and "ing".

### **Middle school years**

Symptoms of dyslexia in children aged 7 to 12 include:

- slow reading speed
- problems with the correct spelling of words
- problems understanding and recognising new words: for example, children with dyslexia may have problems with school subjects that introduce them to technical terms, such as science subjects

### **Teenagers and adults**

Symptoms of dyslexia in teenagers include:

- slow writing speed

- poorly organised written work which lacks expression: for example, even though an older child may be very knowledgeable about a certain subject, they may have problems expressing that knowledge in writing
- problems with reading fluency: reading fluency is the ability to read text smoothly, rapidly and automatically, without having to use any, or little, conscious effort

## Dyslexia in adults

It may be possible for someone with dyslexia to reach adulthood without the condition being properly identified. Signs that you may have dyslexia include:

- trying to avoid reading and writing whenever possible
- trying to conceal difficulties you have reading and writing from other people
- poor spelling
- poor time management and organisational skills
- relying on memory and verbal skills, rather than reading or writing

Information is taken from: <http://www.nhs.uk/Conditions/Dyslexia/Pages/Symptoms.aspx>

## 2. Introduction of Some Programs

### (1) The Orton-Gillingham method

Founders: Samuel T. Orton and Anna Gillingham. Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language.

Approach: An intensive, sequential phonics-based system teaches the basics of word formation before whole meanings, includes sound-symbol associations along with linguistic rules and generalizations. Students begin by reading and writing sounds in isolation. Then they blend the sounds into syllables and words. Students learn the elements of language—consonants, vowels, digraphs blends, and diphthongs—in an orderly fashion. They then proceed to advanced structural elements such as syllable types, roots, and affixes. As students learn new material, they continue to review old material to the level of automaticity. The teacher addresses vocabulary, sentence structure, composition, and reading comprehension in a similar structured, sequential, and cumulative manner. The method accommodates and utilizes the three learning modalities, or pathways, through which people learn—**visual, auditory and kinesthetic**.

An one-on-one teacher-student instructional model and an adaptation for classroom instruction.

Information is taken from: <http://en.wikipedia.org/wiki/Orton-Gillingham>

## (2) The Lindamood-Bell

Program:

- One-to-one instruction
- Auditory discriminatory: to perceive sounds in isolation and in context and how to produce them, to hear and make the sounds, but are also taught to pay attention to the movement of their mouths when they attempt to produce the sounds.
- Grapho-phonemic correspondence to meaningful words
- Comprehension is enhanced by sequential, cumulative concept development.

There are 44 distinct sounds that make up the English language and are shown the relationship between these sounds (phonemes), letters (graphemes) and letter combinations, using structured lessons and controlled word lists.

## (3) Phono-Graphix

Program Book: Reading Reflex

A 98% success rate at getting children to grade-level reading in just twelve sessions.

Initially, the training is only used eight letters at a time, using those letters to read & spell real words.

*Some examples:*

**Level I Lesson 1:**

c f p m s t a o

cat sat fat pat map mat mop pop

to blend sounds into words.

**Level I Lesson 1:**

'm' 'o' 'p' = mop

to understand that sometimes two or more letters represent a sound.

**Level II Lesson 3:**

glass

to understand that most sounds can be represented in more than one way.

**Level III Lesson 1:**

Sound 'o-e' = oa, oe, ow, o

to understand that some components of the letters can represent more than one sound.

### **Level III Lesson 3:**

Sound Sorting 'o-e' as in 'tow' or 'ow' as in 'now'

Phono-Graphix is remarkably straightforward and sensible, encouraging its rapid spread and popularity among teachers and parents since 1993.

- Content is based on the nature of the English code as described by linguists (teaching first from the sound to the symbol).
- Lessons employ the three skills needed to access such a code, as understood within the field of neuroscience (segmenting, blending, phoneme manipulation).
- Because our clientele are children, the above is taught in keeping with the way children learn; through paired association taught in a playful and straightforward manner.
- Lessons are errorless in the sense that every response which *doesn't* produce a meaningful answer becomes a highly teachable moment which *does*.
- Memory networks are laid down through multiple bidirectional instruction (sound to symbol/symbol to sound) and each response is reinforced by accuracy.

### **3. Supports**

This portion of the information is taken from The above:

[http://www.visd.com/depart/specialPrograms/dyslexia/dyslexia\\_handbook\\_teacherstrategies.pdf](http://www.visd.com/depart/specialPrograms/dyslexia/dyslexia_handbook_teacherstrategies.pdf)

#### **Persons with dyslexia needs sequential, steps by steps...:**

- Have the big picture and then how the details fit into it.
- From parts to whole
- From the easy to the more difficult
- From the simple to the complex
- From the concrete to the abstract
- From the visual to the auditory
- Always showing him how new information fits in with what he has learned, prior knowledge
- With much review and practice at every step of the way (Practice! Practice! Practice!)

#### **The dyslexic student needs ...**

- a quiet, calm, structured, orderly, consistent and fair environment
- one or two verbal instruction at a time
- short, simple instructions with few words. Then ask,

"What do you think you heard me say?"

a simultaneous multi-sensory structured approach to his language learning that uses all three pathways of learning: Visual, Auditory and Kinesthetic-Tactile

to be given every opportunity to use his creativity in his learning.

time to process what he has heard

time to respond

time to complete assignments

The above content is taken from <http://www.phono-graphix.com/>

### Some TOOLS

- Calendar
- Goal chart
- Breaking down a big project up into smaller, less intimidating pieces
- Do what's due first
- Prepare for tomorrow or next
- Outline
- Graphic diagram organizers
- ...

...Every Child can learn...



[katsutraining@gmail.com](mailto:katsutraining@gmail.com)

Supports and Remediations