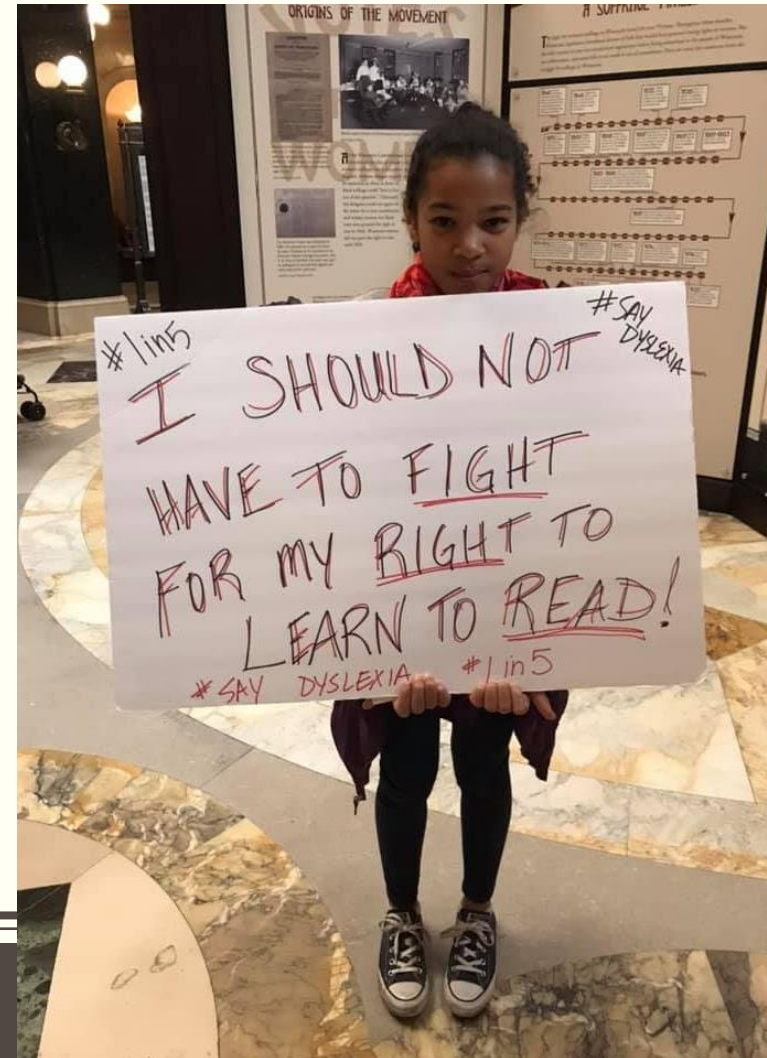


# DYSLEXIA:

## Supporting Struggling Readers



# Katie Kasubaski, CALP

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- Wife and mother to two children with dyslexia
- Current State Lead for Decoding Dyslexia WI
- Dyslexia Practitioner at the Madison Children's Dyslexia Center
- Certified Academic Language Practitioner (CALP)
- Enjoys coffee, reading, knitting and playing board games with family



# Overview

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- Decoding Dyslexia WI
- Dyslexia Defined
- Dyslexia Myths
- Literacy is an equity issue
- What Science Says About the Way We Read
- Support for Early Childhood, Elementary and High School
- Components of Effective Literacy Instruction
- Assistive Technology
- WI Dyslexia Guidebook Committee

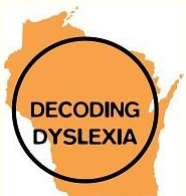




- Decoding Dyslexia WI is a grassroots group of volunteers. Mostly parents of children with dyslexia or adults with dyslexia
- DDWI is one of 50 chapters in the United States and 7 chapters internationally.
- We aim to raise dyslexia awareness, empower families to support their children and inform policy-makers on best practices to identify, remediate and support students with dyslexia.



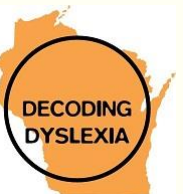
<https://www.decodingdyslexiawi.org/>



# Dyslexia is

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*"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."*

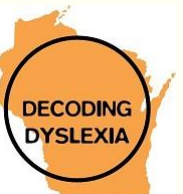




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*These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.*



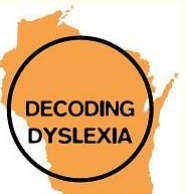
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*Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."*

Adopted by the IDA Board of Directors, Nov. 12, 2002. 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](#).

<https://dyslexiaida.org/definition-of-dyslexia/>



# Is Dyslexia Rare?

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Dyslexia is not rare; its prevalence in the population is from 10-20%. If your child is in a classroom of 30, as many as six students have dyslexia.

WI enrollment in 2019-2020 was 854,959 students. Roughly 85,495-170,991 students in WI are impacted by dyslexia.

## STUDENTS (2019-20)

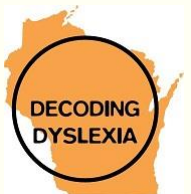
<b>Student Enrollment</b>	<b>854,959</b>
High Schools	260,001
Middle Schools	148,620
Junior High Schools	4,075
Combined Elementary/Secondary	26,539
Elementary Schools	415,724

## Demographics

Students with Disabilities	14.0%
English Learners	6.0%
Economically Disadvantaged Students	42.3%

<https://wi.dyslexiaida.org/about-dyslexia/>

[https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools\\_at\\_a\\_glance.pdf](https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools_at_a_glance.pdf)





**Myth #1- Dyslexia is rare. False.**  
17- 20% gen. population

**Myth #2- They see letters or words backwards. False.**  
Dyslexia is NOT a vision problem  
Information takes different neurological route to connect letters with their sounds

**Myth #3- Reading more over the summer would help.**  
More of the same approach doesn't work  
Intense appropriate intervention is needed

**Myth #4- The Wait and See Approach. Maybe they will grow out of it?**  
Dyslexia is neurological/genetically inherited. One does not outgrow dyslexia.  
Waiting doesn't help, it impacts student's emotional health and wastes valuable time

<https://www.mottchildren.org/posts/your-child/dyslexia-reading-problems#:~:text=Research%20from%20the%20National%20Institutes,as%20high%20as%2017%20percent.>



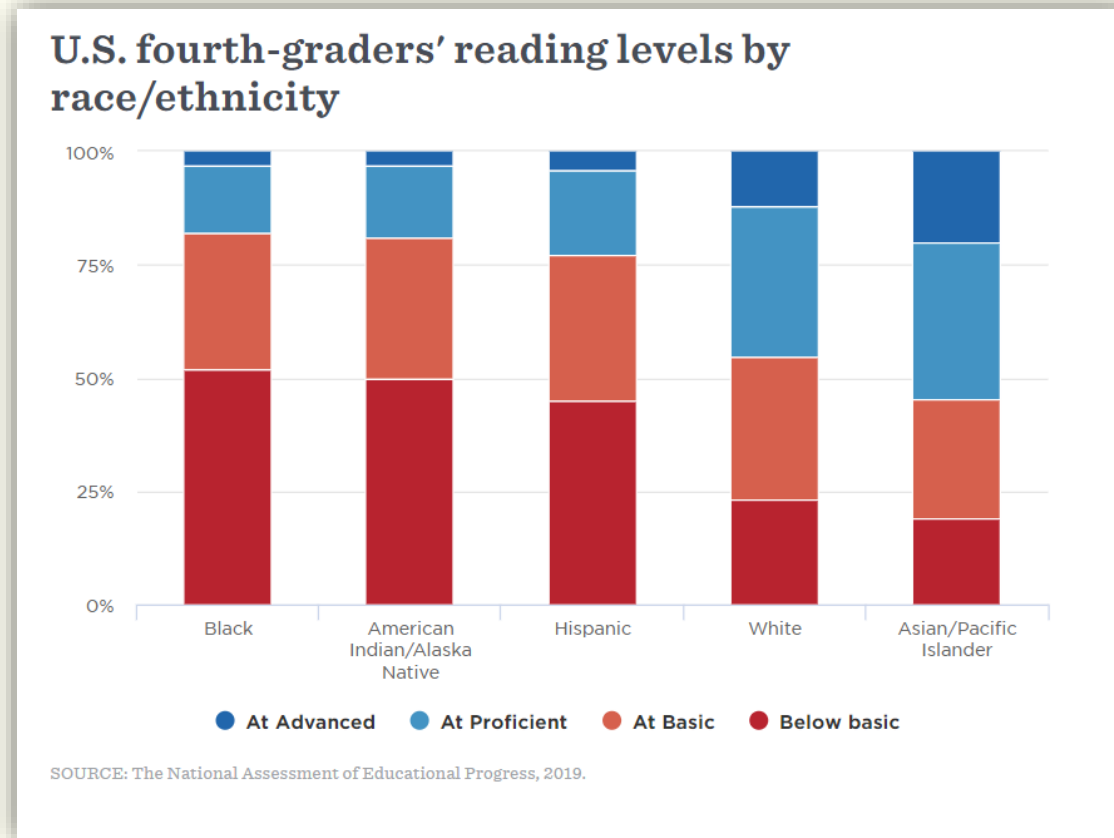
# Reading: An Equity Issue

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“A false assumption about what it takes to be a skilled reader has created deep inequalities among U.S. children, putting many on a difficult path in life.”

–Emily Hanford

<https://www.apmreports.org/episode/2020/08/06/what-the-words-say>



# How Does WI Compare?

## NAEP Performance

Wisconsin's performance on the reading portion of the National Assessment of Educational Progress (NAEP) continues to be simply unacceptable and unnecessary.

Below Basic Basic Proficient Advanced

Wisconsin 4th Grade  
Reading 2019



- 9% advanced
- 27% proficient
- 30% basic
- 34% BELOW basic
- [Click here for details on sub-groups and performance gaps](#)

## Proficiency Rates and Performance Gaps

Wisconsin closely mirrors national performance. Overall, 9.03% of Wisconsin 4<sup>th</sup> graders are advanced, 26.49% are proficient, 30.05% are basic, and 34.43% are below basic. Nationally, 9% of students are advanced, 26% are proficient, 31% are basic, and 34% are below basic.

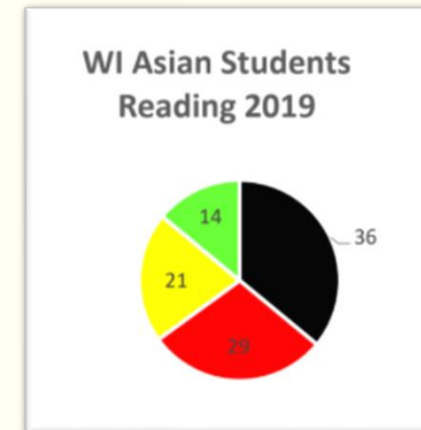
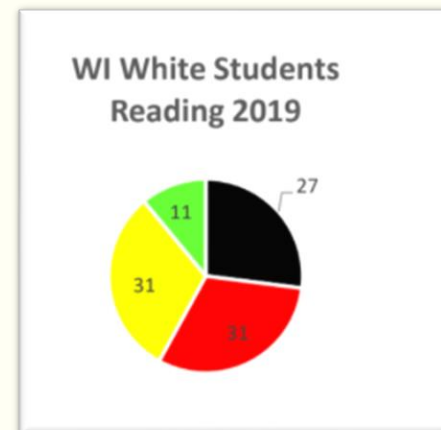
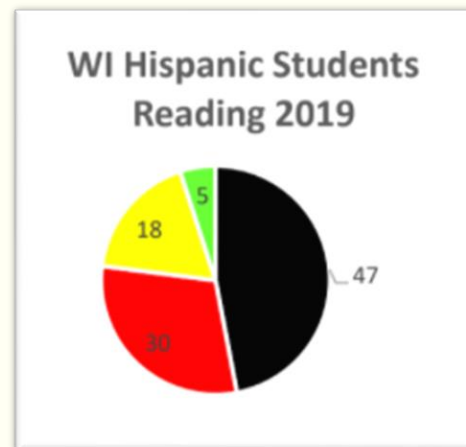
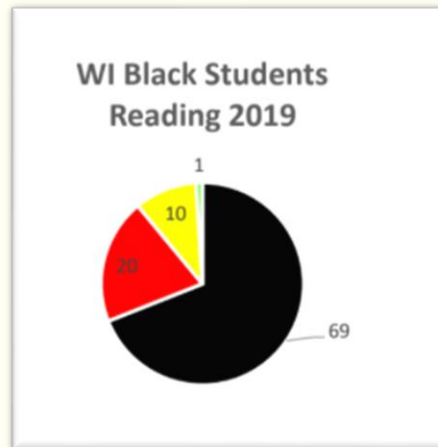
Below Basic  
*Missing Basic Skills*

Basic  
*Incomplete Mastery*

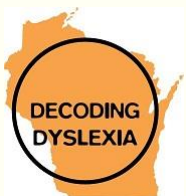
Proficient  
*Solid Performance*

Advanced  
*Superior Performance*

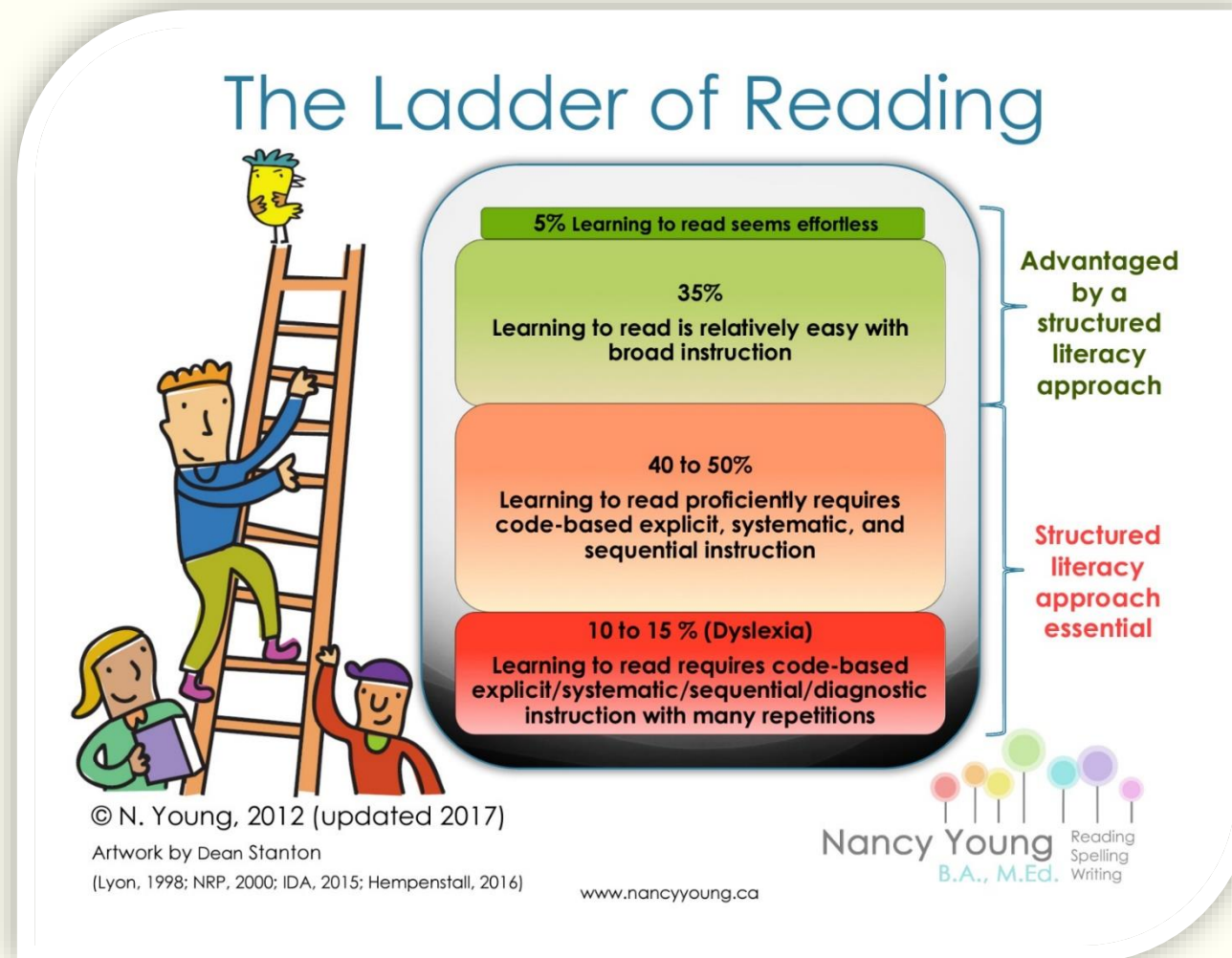
# How Does WI Compare?



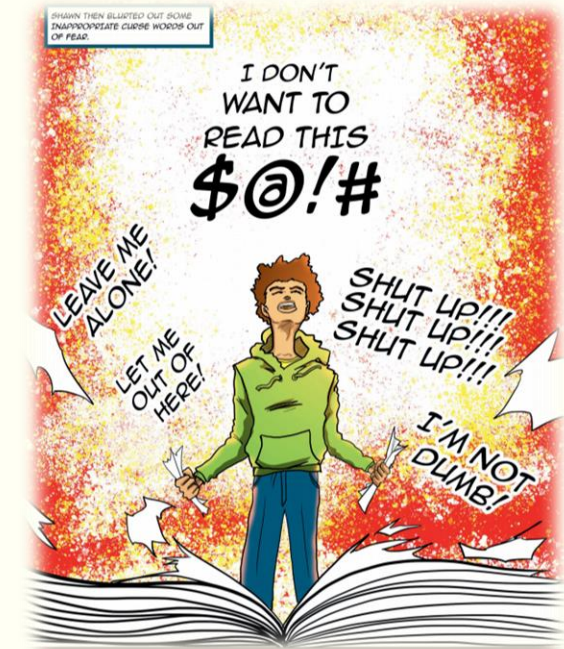
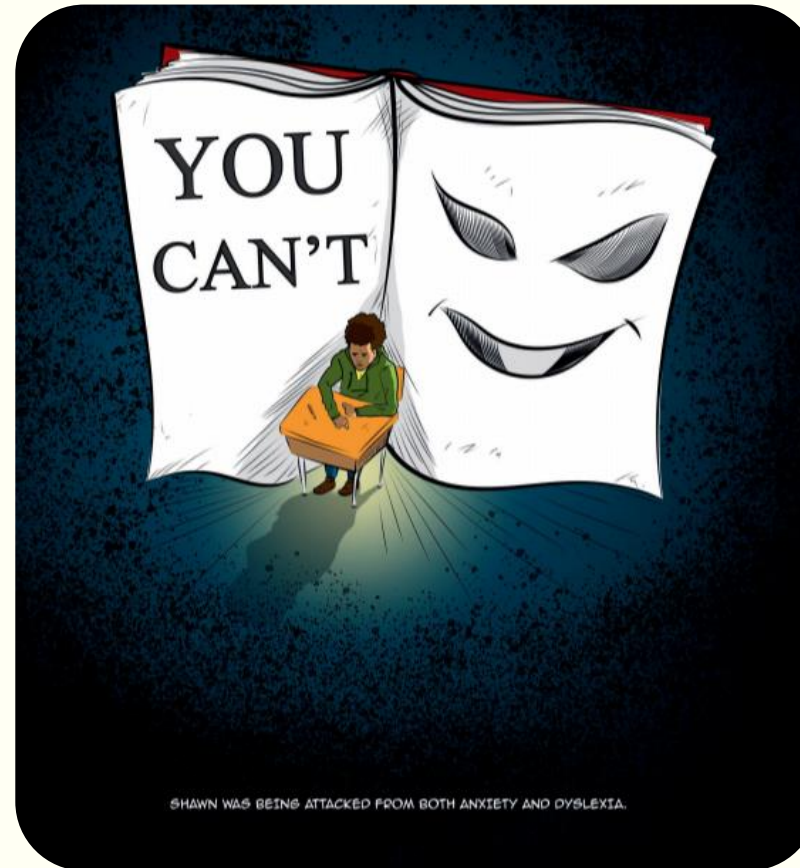
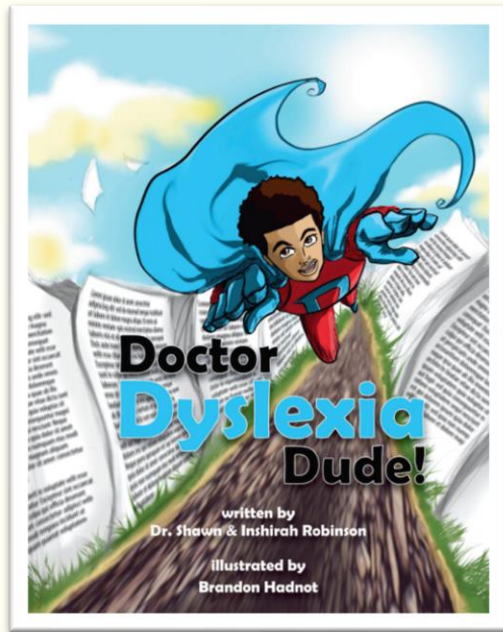
<http://www.wisconsinreadingcoalition.org/>



# Struggling Readers: Who are we talking about?







Robinson, Shawn, and Inshirah Robinson. *Doctor Dyslexia Dude*. 2018  
<https://drdyslexiadude.com/>







- Students with dyslexia who have not been given proper reading instruction will often develop anxiety and act out when presented with reading.
- Which subjects do not require reading?
- How can we prevent this from happening?

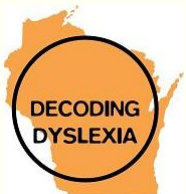
# How do we learn to read?

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“Skilled readers don't scan words and sample from the graphic cues in an incidental way; instead, they very quickly recognize a word as a sequence of letters. That's how good readers instantly know the difference between "house" and "horse," for example.” –Emily Hanford



<https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>



# What Components are Included in Skilled Reading?

## Scarborough's Reading Rope

(Scarborough, 2001)

Readers

### THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

#### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

#### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)

**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

increasingly  
strategic

increasingly  
automatic

# What might children say?

---

## Children's Perspective:

- I don't know any words that rhyme with "cat"
- What do you mean when you say, "What sounds are in the word 'brush'?"
- I'm not sure how many syllables are in my name.
- I don't know what sounds are the same in "bit" or "hit".
- I know the word I want to say, but it won't come out right.

Hasbrouck, Jan. *Conquering Dyslexia: A Guide to Early Detection and Prevention for Teachers and Families*. (2020) p. 34

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## Parent's Perspective: What I See at Home

- She has difficulty thinking of rhyming words for a simple word like “cat”.
- He shows little interest in language play, word games or rhyming.
- He is not interested in reading.
- She skips smaller non-content words. (the, an, the, to, at, an, in, for)
- She reads too quickly skipping over words or sounds.

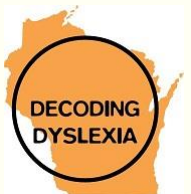
## Teacher's Perspective: What I see in the Classroom

- He doesn't correctly complete phoneme substitution activities, for example, changing the sound of /m/ in “mate” to /k//r/ to make a new word: “crate”.
- She doesn't correctly complete auditory blending activities, for example, putting together sounds /k/ /i/ /k/ to make the word “kick”.
- She has a hard time identifying how many syllables there are in the word “paper” (two).
- He has difficulty with rhyming, syllabication, or spelling a new word by sounds.
- She may substitute one sound for another sound /f/ for /v/ or /t/ for /d/.

# Struggling Readers in Daycares and Early Elementary

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- Late to talk
- Appears distracted during read alouds
- Difficulty pronouncing words or sounds in words
- Trouble or inability to rhyme
- Difficulty tying shoes
- Difficulty with directions or sequencing
- Reluctance to look at books or be read to



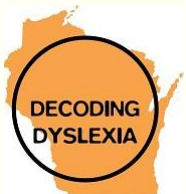


# Struggling Readers in Middle and High School

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- Poor spelling and decoding abilities (word identification)
- Trouble with accurate and/or fluent word recognition
- Reading comprehension issues
- Tendency to read much less

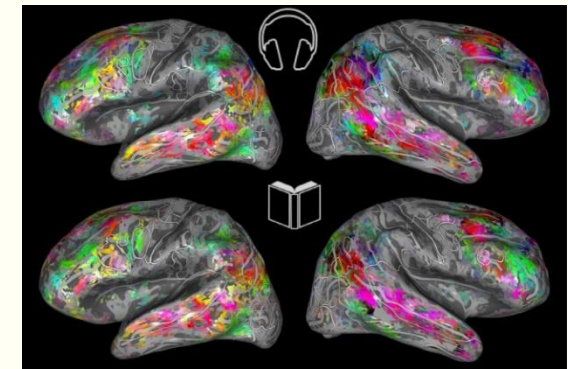
Hasbrouck, Jan. *Conquering Dyslexia: A Guide to Early Detection and Prevention for Teachers and Families*. 2020 p. 36



# Support for Struggling Readers

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- Early identification
- Intervention/remediation with effective science-based literacy instruction
- Support language development by reading engaging books out loud together
- Discuss pronunciation of words and correct errors
- Discuss vocabulary together
- Ensure grade level content is accessible
- Encourage the student to listen to audiobooks

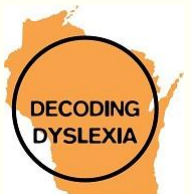


<https://www.discovermagazine.com/mind/audiobooks-or-reading-to-our-brains-it-doesnt-matter>

# Steps for Parents to Take to Get Help

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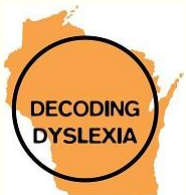
- Talk with your student's teacher
- Ask to see reading assessments
- Ask what programs your school has to support Universal Design in Learning
- Request an evaluation for a suspected learning disability from the school



Child Find is a component of the Individual with Disabilities Education Act (IDEA) requiring states to have a comprehensive system to identify, locate, and evaluate all children (birth to age 21) who are in need of early intervention or special education services (34 CFR §300.111).



[https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Child\\_Find\\_FAQ-6-2018.pdf](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Child_Find_FAQ-6-2018.pdf)



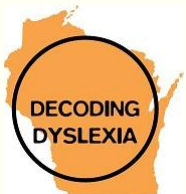
# Components of Effective Literacy Instruction

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- Phonology (study of sound)
- Sound-Symbol Association
- Syllable Instruction
- Morphology (suffixes, roots, prefixes)
- Syntax (grammar)
- Semantics (meaning)

Instruction must be direct, explicit, systematic, sequential and cumulative.

<https://dyslexiaida.org/effective-reading-instruction/>



# IDA Accredited Training Programs

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Academy of Orton-Gillingham Practitioners and Educators (AOGPE)

AIM Institute for Learning and Research

The International Multisensory Structured Literacy Education Council (IMSLEC)

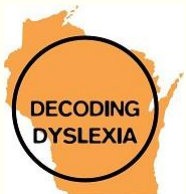
Institute for Multisensory Education (IMSE)

Language Essentials for Teachers of Reading and Spelling (LETRS)

Lexercise

Wilson Reading System (WRS)

<https://dyslexiaida.org/accredited-teaching-training-programs/>



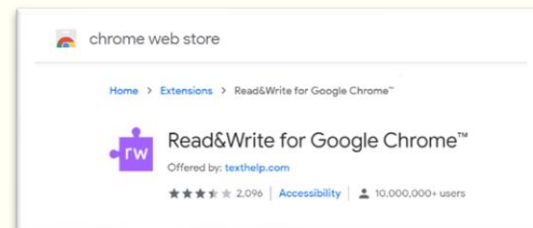


# Assistive Technology

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## How does AT help?

- Allows access grade-level content like their peers
- Promotes independent learning
- Boosts self-esteem
- Full participation in class



## Resources to request:

- Text-to-speech AND speech-to-text
- Audiobooks for fun reading
- Audiobooks/text to speech for text books and printed classroom materials
- Recorded classes or access to class material to review (one advantage to virtual classes)



# Dyslexia Guidebook Advisory Committee

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Act 86 signed by Gov. Evers February 6, 2020 created a dyslexia guidebook advisory committee. The guidebook will include:

- Screening processes and tool available to identify dyslexia and related conditions
- Interventions and instructional strategies that have been shown to improve academic performance of pupils with dyslexia and related conditions
- Resources and services related to dyslexia and related conditions

To be published on the WI DPI website by no later than December 2021.

NEXT public meeting is November 5, 2020.

<https://dpi.wi.gov/reading/dyslexiaguidebook>

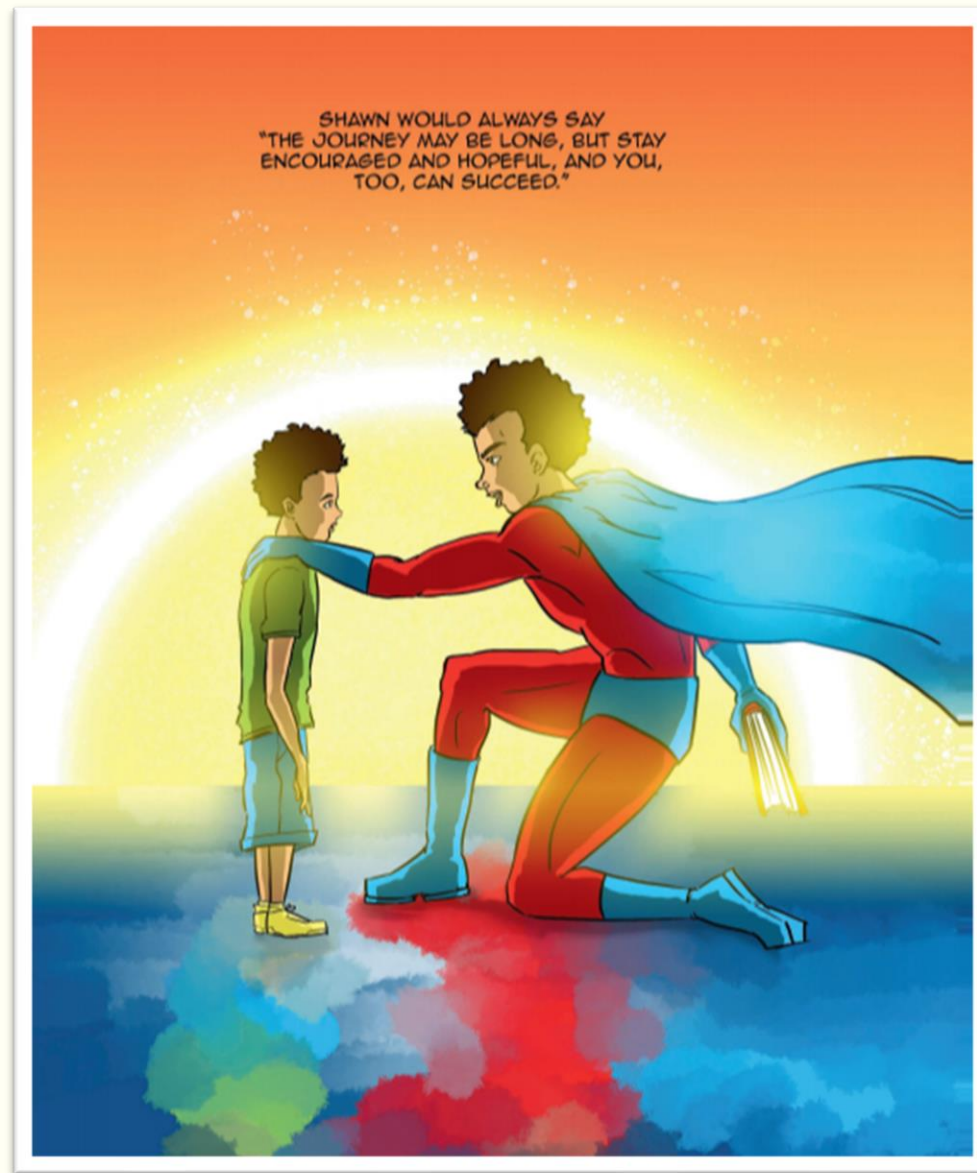
<https://docs.legis.wisconsin.gov/2019/related/acts/86>



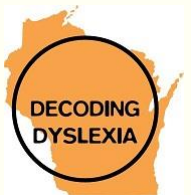
Courage

Hope

Success!!



Robinson, Shawn, and Inshirah Robinson. *Doctor Dyslexia Dude*. 2020 <https://drdyslexiadude.com/>



# Resources/Groups:

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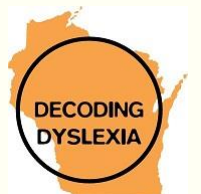
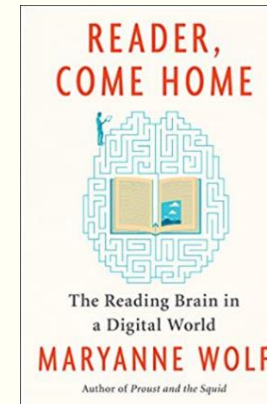
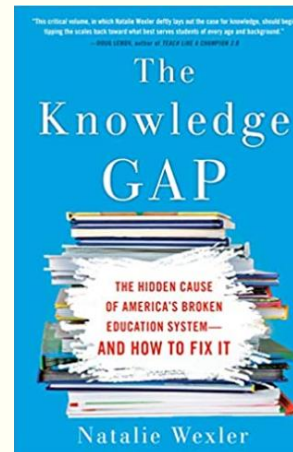
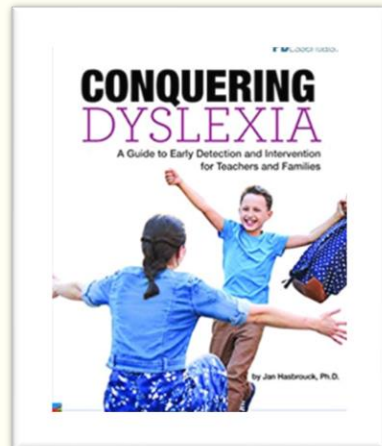
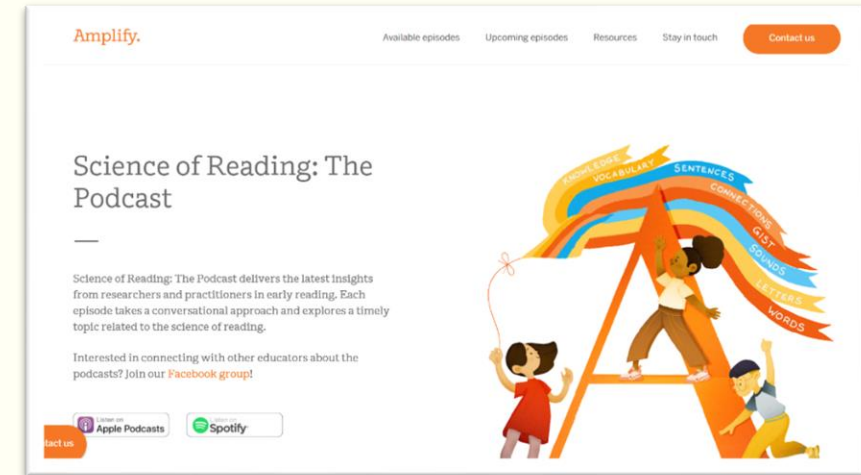
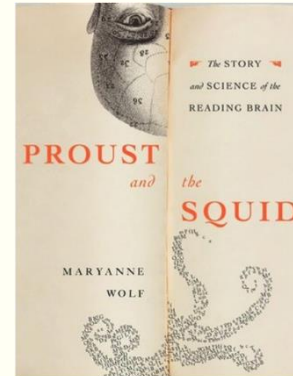
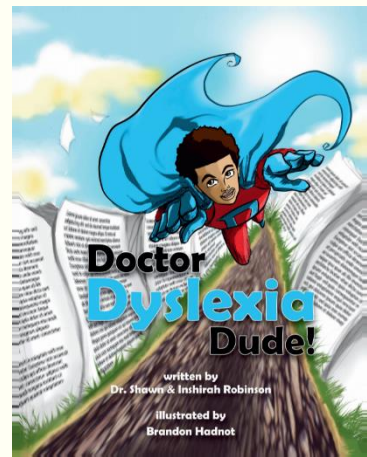
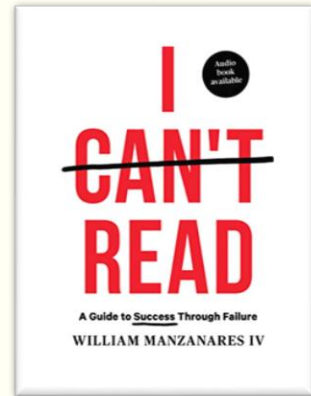
## For Parents:

- Decoding Dyslexia WI
- The Children's Dyslexia Center (Madison, Milwaukee, Eau Claire)
- Learning Disability Network
- Wisconsin Dyslexia Guidebook Advisory Committee <https://dpi.wi.gov/reading/dyslexiaguidebook>
- Science of Reading Podcast <https://amplify.com/science-of-reading-the-podcast/>
- Dr. Dyslexia Dude Blog <https://drdyslexiadude.com/blog.html>
- Katie Fortun Podcast <https://kateyfortun.com/podcast>

## For Educators:

- International Dyslexia Association – WI branch
- The Reading League WI chapter
- The Reading League (national)
- WI DPI Universal Design in Learning
- The Science of Reading-What I Wish I had Learned in College FB group
- Science of Reading Info <http://scienceofreadinginfo.com/>
- Wisconsin Dyslexia Guidebook Advisory Committee <https://dpi.wi.gov/reading/dyslexiaguidebook>
- Science of Reading Podcast <https://amplify.com/science-of-reading-the-podcast/>

# Resources For Parents and Educators

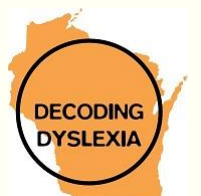
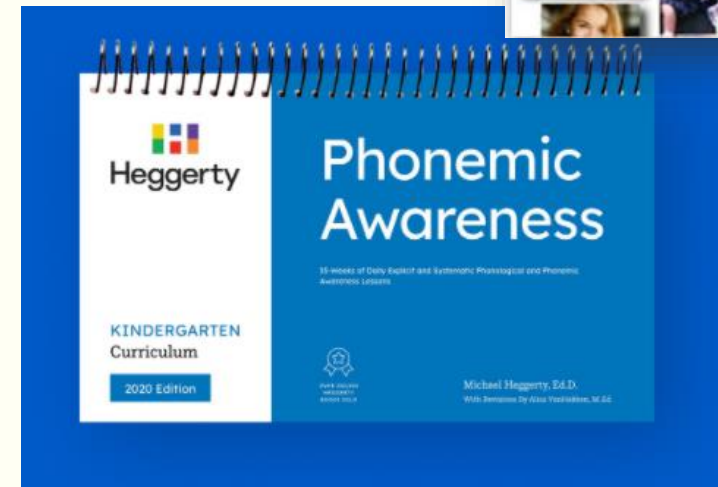
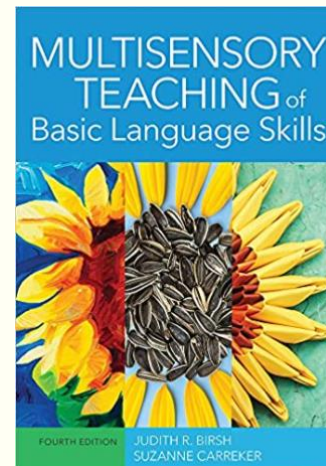
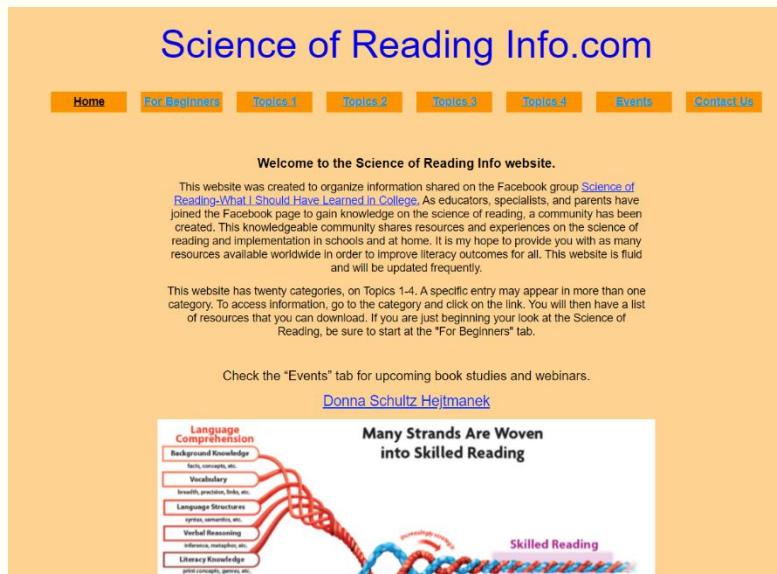
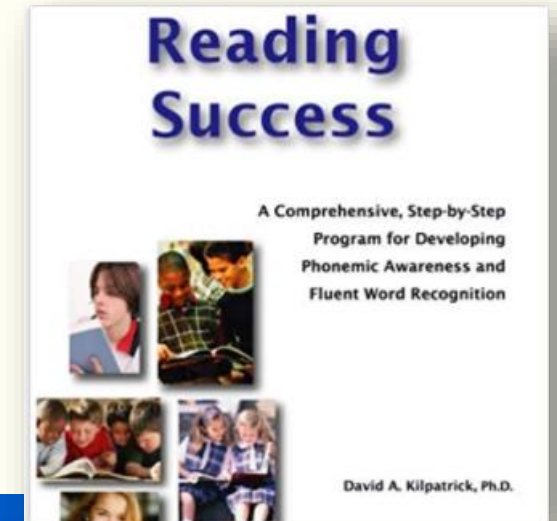
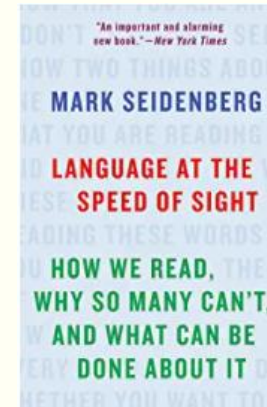




# Resources Cont.



Madison  
Milwaukee  
Eau Claire





# Links/References

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<https://wi.dyslexiaida.org/about-dyslexia/>  
[https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools\\_at\\_a\\_glance.pdf](https://dpi.wi.gov/sites/default/files/imce/eis/pdf/schools_at_a_glance.pdf)  
<https://dyslexiaida.org/definition-of-dyslexia/>  
<https://www.mottchildren.org/posts/your-child/dyslexia-reading-problems#:~:text=Research%20from%20the%20National%20Institutes,as%20high%20as%2017%20percent.>  
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[https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Child\\_Find\\_FAQ-6-2018.pdf](https://dpi.wi.gov/sites/default/files/imce/sped/pdf/Child_Find_FAQ-6-2018.pdf)  
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<https://docs.legis.wisconsin.gov/2019/related/acts/86>  
[https://madison.com/wsj/news/local/govt-and-politics/wisconsin-has-widest-racial-achievement-gap-on-nations-report-card/article\\_9264f5fc-779c-53f1-aa47-ca3ac77ac219.html](https://madison.com/wsj/news/local/govt-and-politics/wisconsin-has-widest-racial-achievement-gap-on-nations-report-card/article_9264f5fc-779c-53f1-aa47-ca3ac77ac219.html)  
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[https://www.childrensdyslexiacenters.org/tutoring\\_location/wisconsin-upper-wisconsin/](https://www.childrensdyslexiacenters.org/tutoring_location/wisconsin-upper-wisconsin/)  
<https://www.facebook.com/groups/readingleaguewisconsin>  
<http://scienceofreadinginfo.com/>  
<https://www.maryannewolf.com/books-1#/proust-and-the-squid>  
<https://seidenbergreading.net/science-of-reading/>

Thank you for your time!

