

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner, framing the central text.

DYSLEXIA BASICS

for Parents and Educators




UNIVERSITY OF UTAH READING CLINIC

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A Child's Mind

- Phonology = sound /say it! /
- Semantics = meaning 
- Orthography = spelling /b/-/ă/-/t/= bat
- all 3 working in parallel → automatic word recognition

bat

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



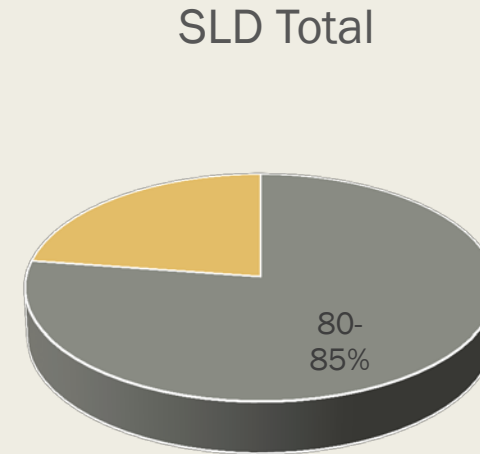
Constitutional
(in the child)

and/or

Environmental
(outside the child)

Literacy in Schools

- 80-85% of students with an identified specific learning disability have a primary problem with reading and/or language
- 10-20%, or 1 out of every 5-10 students, has symptoms of dyslexia (varies with criteria used to determine dyslexia)



Dyslexia Basics

- Dys = abnormal; but not in a positive way (Greek)
- Lexia = word or words (Greek)
- Many misconceptions (e.g., seeing backwards, colored lenses, marching, eye training)
- Core deficit is in language, specifically, the phonological system (i.e., significant problems matching speech sounds to letters)
- Math and oral language abilities typically normal or above

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)

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*)

Utah State Board of Education Definition of SLD

A disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, write, spell or do mathematical calculations such as perceptual disabilities, brain injury, minimal brain dysfunction, *dyslexia* and developmental aphasia, that affects a students' educational performance.

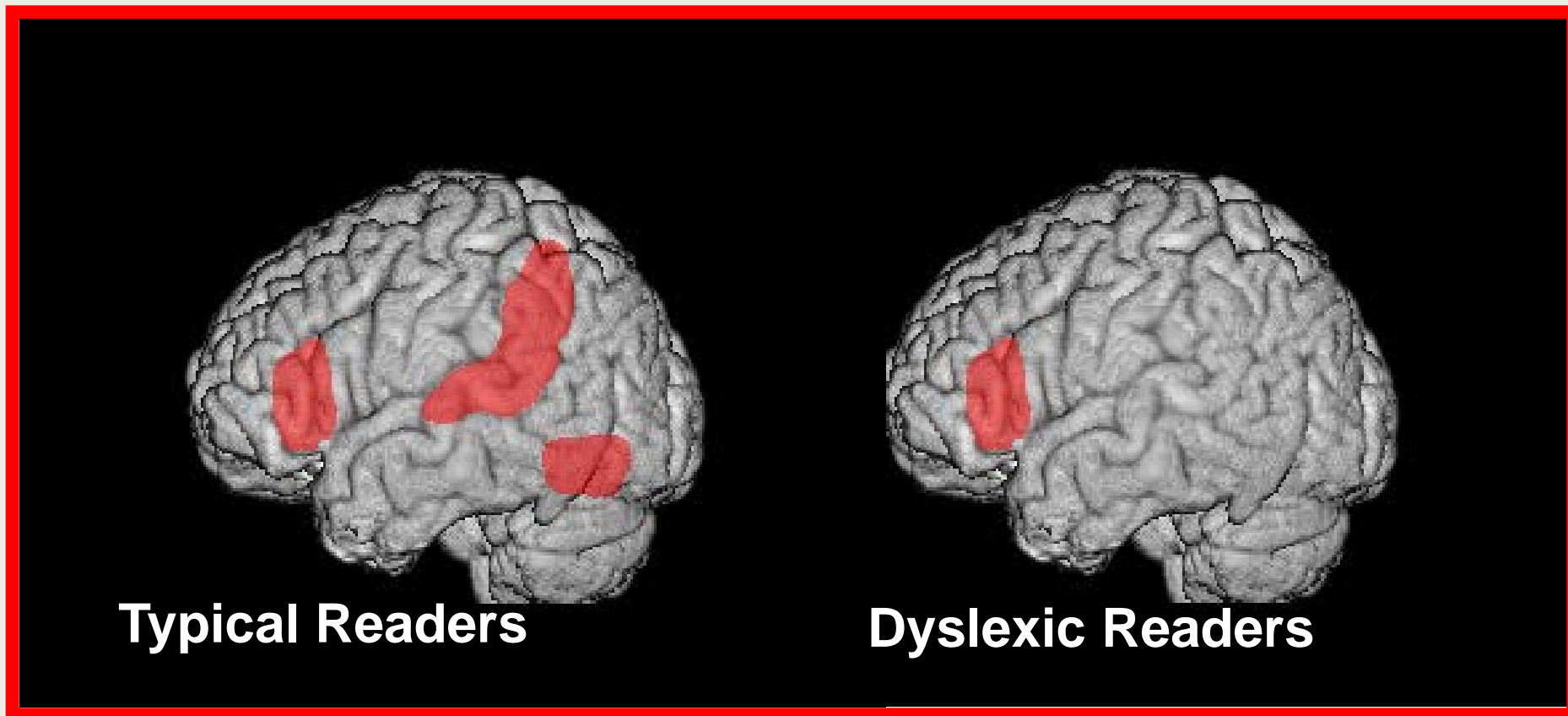
A specific learning disability does *not* include learning problems that are primarily the result of visual, hearing, or motor disabilities; or intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

—USOE Specific Learning Disability Definition (&300.8©(10)), which relies on the federal definition of a specific learning disability (SLD). May 2, 2013.

Let's break it down...

- **Specific learning disability** (but not motor, emotional etc.)
- **Neurobiological in origin** (genetic)
- Inaccurate or non-fluent word recognition
- Poor spelling & decoding abilities
- Deficit in phonological component
- Often unexpected (other cognitive & schooling)
- Secondary consequences

Neurobiological Basis of Dyslexia



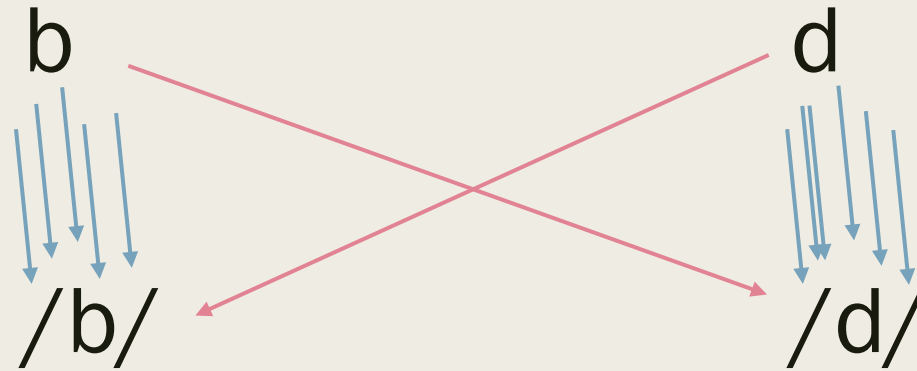
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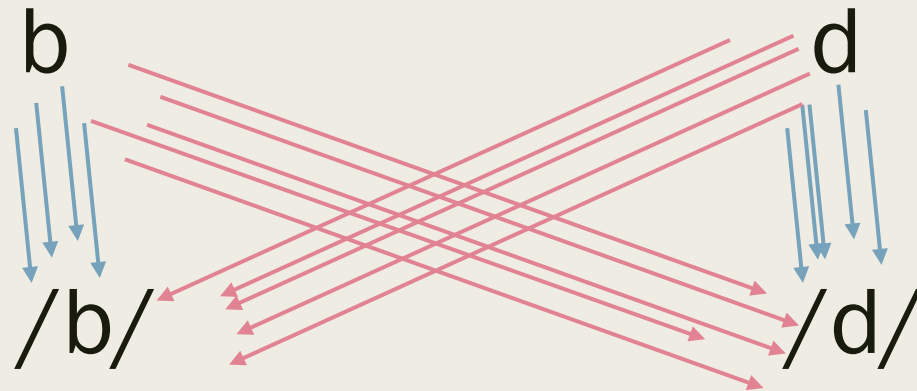
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A Non-Dyslexic Child's Journey in G1



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

A Dyslexic Child's Journey in G1 and On



quit, quiet, quite
ever, every, very ever

and, said
what, that



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Is My Child Dyslexic?

- Timed tests of letter-names or letter-sounds in K & early G1
- *Phoneme awareness* (e.g. wug, sim) tasks in K & early G1
- *Oral reading fluency*, a timed test of reading rate and accuracy in connected text
- 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

Students Who Do Not Qualify for an IEP

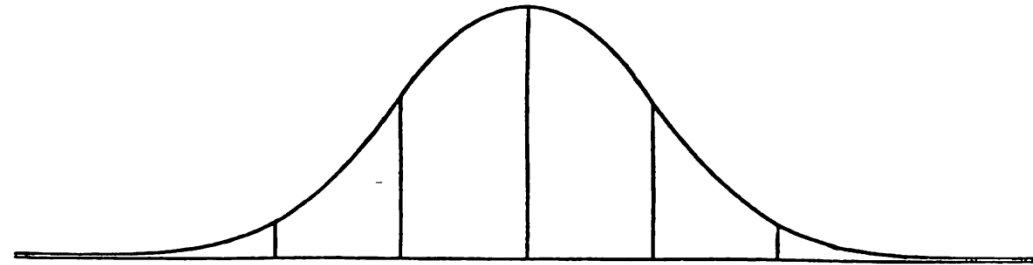
- For students with moderate reading difficulties who do not have IEPs, and who are unlikely to qualify for an IEP, a 504 Plan can be a life-saver!
- A 504 Plan will allow accommodations that help a junior high/high school student to keep up with coursework and demonstrate optimum performance on standardized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

Effective Intervention for Dyslexic Students is...

- Explicit,
- Systematic,
- Incremental,
- Cumulative,
- Paced by Data, and,
- Focuses on phonics, spelling & practice reading real text.



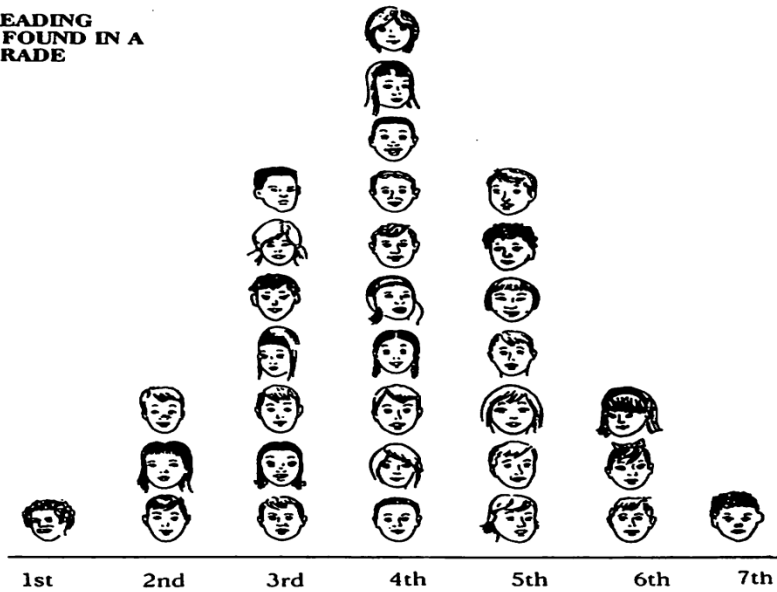
150. The Normal Distribution Curve



PERCENTILE	3%	16%	50%	84%	97%
READING ACHIEVEMENT NINTH GRADE	3rd	6th	9th	12th	15th
IQ	70	85	100	115	130

There is a strong but far from perfect correlation between Reading Achievement scores and IQ. In other words, on average a ninth grader with an IQ of 85 tends to read about at the sixth-grade level.

TYPICAL READING ABILITIES FOUND IN A FOURTH-GRADE CLASS



Definition of Terms

- **Phoneme:** An individual speech sound. (/sh/, /ɔ̃/, /p/)
- **Grapheme:** A letter or letter group that represents a speech sound or phoneme. (sh – o – p)
- **Morpheme:** The smallest linguistic unit in a word that has meaning. (shop + ed)

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Handout in tote bag



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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

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