



Welcome to Northside ISD's Overview of Dyslexia.



Central Office Contact

**Northside ISD
Secondary Reading Instructional Specialist
for Grades 6-12
and
Secondary Dyslexia Specialist**

Jean Elizabeth Farmer



DYSLEXIA OVERVIEW

Q. What is dyslexia?

A. Dyslexia is really a cluster of symptoms.



DYSLEXIA OVERVIEW

The three most commonly diagnosed types in secondary students are:

- Visual dyslexia**
- Auditory dyslexia**
- Dysgraphia**



DEFINITION

The State of Texas defines dyslexia as a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and socio-cultural opportunity.



IDENTIFICATION

When a student is not making adequate progress in spite of best practices and numerous remedial strategies in the classroom, the student may be referred to the campus reading specialist, reading department coordinator, and/or the trained dyslexia designee for dyslexia screening.



REFERRALS

Parents, guardians, teachers, counselors, or any person who is knowledgeable about the student's academic development may refer the student for dyslexia screening.



COMMON SIGNS OF DYSLEXIA IN SECONDARY STUDENTS

- **Students are usually reading below grade level.**



- **Students may have difficulty hearing the differences between sounds:**

how and who

king - think - kind

madge and match



- **Students may have difficulties with spelling and may avoid reading aloud.**



- **Students may be slow to discern or learn prefixes, suffixes, root words, and other reading and/or spelling tasks.**



- **Students may have trouble understanding word problems in math.**



- **Students may write with difficulty with illegible handwriting, awkward pencil grip, and often a fist-like or tight grip.**
- **Students may often complain of being tired when trying to complete writing tasks.**



- **Students may have difficulty with reading comprehension and written comprehension... and may avoid both.**



- **Students may have difficulty with planning, organizing, and managing time, materials, and tasks.**



Screening Students

Parents/guardians will be notified about their child's screening process through phone calls, parent/teacher staffings, parent conferences, and/or written communications once a request for screening is made.



Data Collection

The campus reading specialist, the reading department coordinator, and/or the trained dyslexia designee will facilitate the collection of student information, screening instruments, and other related data.



Data Collected From:

At the secondary level, at least four core subject area teachers (reading, English, social studies, science, and/or math teachers) will complete individual screening instruments called Dyslexia Screening Instruments or DSIs.



Data Sent To:

Once the student's Dyslexia Screening Instruments are completed, all student's DSI documents are forwarded to Jean Elizabeth Farmer, Northside I.S.D. Secondary Reading Instructional Specialist, for scoring, evaluation, and recommendations for instructional interventions, where and when applicable.



DSI Failed:

When a student fails the Dyslexia Screening Instrument, she/he is then tested further by a district professional reading specialist to identify specifics of his/her dyslexic characteristics.



DSI Inconclusive:

In this case, a student's patterns on the assessment were inconclusive, meaning there was not consensus among the evaluators as to whether or not the child exhibits characteristics usually associated with dyslexia. The screening does not continue, but the student's teachers are asked to monitor the student's performance closely in order to make good instructional and program placement decisions.



DSI Passed:

The student's patterns on the assessment were similar to the patterns of students in the norm group who were identified as NOT having characteristics of dyslexia. The dyslexia screening is not continued; however, the student's teachers are asked to monitor the student's performance closely in order to make good instructional and program placement decisions.



The dyslexia testing profiles used at the secondary level are selected from subtests of Dr. Dale Jordan's *The Jordan Scales Prescriptive Tutorial Reading and Dyslexia Assessments.*



Dr. Jerry Johns' *The Basic Reading Inventory* is also used for identification and diagnosis of miscue analysis in student's independent, instructional, and frustrational (oral and silent) reading comprehension levels.



Based on the results of all dyslexia screening instruments, the campus reading specialist, the Reading Department Coordinator, and/or the trained dyslexia designee will provide the testing information to teachers and parents.



All stakeholders meet as a committee to develop:

- 1. appropriate follow-up recommendations;**
- 2. suggestions for monitoring and adjusting delivery of instruction; and/or**
- 3. additional dyslexia testing, if needed.**



Likewise, upon analysis of the student's data and testing results, the campus Dyslexia Committee will determine appropriate student services.



APPROPRIATE STUDENT SERVICES COULD INCLUDE:

- **Remedial Setting**
- **Small Group Instruction**
- **Supplemental Tutoring**
- **Dyslexia Program for Specific Intervention**
- **Student Monitoring Only**



If needed, a 504 Committee meeting will convene to establish an appropriate accommodation plan to meet the student's special needs.



If needed, a campus committee will meet to make recommendations for student special education referrals.



Accommodations for Dyslexic Students Include, But Are Not Limited to...

- **Provision of extra time for completion of assignments and/or tests**
- **Quiet environment for studying**
- **Recorded texts**
- **Copies of lecture notes, outlines**
- **Preferential seating in the classroom**



Accommodations for Dyslexic Students Include, But Are Not Limited to...

- **Study buddies**
- **Positive, intrinsic reinforcement from parents/all educators**
- **Sensitivity to adolescent embarrassment by parents/all educators**
- **Other ideas and support as determined by the Dyslexia Committee**



MONITORING PROGRESS

Close monitoring is required for all regular or special education students who have ever been screened, tested, enrolled in, or exited from remedial and/or dyslexia programs. In other words, these students should **never** be dropped from the monitoring process.



DID YOU KNOW?

It's never too late for children or adults to learn to read.

Questions & Answers

Q: Can an individual have more than one learning or behavioral disability?

A: YES! In various studies, as many as **50%** of those diagnosed with a learning or reading difference have also been diagnosed with ****ADHD**.

**** Although disabilities may co-occur, one is **not** the cause of the other.**



Questions & Answers

Q: Are Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD) learning disabilities?

A: No, they are **behavioral disorders.**



Questions & Answers

Q: How common are language-based learning disabilities?

A: 15-20% of the population have a language-based learning disability.
Of the students with specific learning disabilities receiving special education services, 70-80% have deficits in reading.



Dyslexia is one of the most common causes of reading, writing and spelling difficulties.

Dyslexia affects males and females nearly equally, and people from different ethnic and socio-economic backgrounds as well.



Q. Can individuals who are dyslexic learn to read?

A: Yes, if children who are dyslexic get effective phonological training in kindergarten and first grade, they will have significantly fewer problems in learning to read at grade level than do children who are not identified or helped until third grade or later.



Unless there is intervention, studies show where 74% of the children who are poor readers in third grade remain poor readers in the ninth grade. Often, they can't read when they reach adulthood as well.

Good news! It is **never too late for individuals with dyslexia to learn to read, process and express information more efficiently. Research shows that programs utilizing multi-sensory structured language techniques can help children and adults learn to read.**



Q: How do people “get” dyslexia?

A: The causes for dyslexia are **genetic and neurobiological. Individuals inherit the genetic links for dyslexia. Chances are that one of the child's parents, grandparents, aunts, or uncles is dyslexic.**



Q: Is there a “cure” for dyslexia?

A: No, dyslexia is not a disease, and there is no cure. With proper diagnosis, appropriate instruction, hard work and support from family, teachers, friends, and others, individuals who are dyslexic can succeed in school and later as working adults.



Q: Are there specific professions people with dyslexia should pursue?

A: **No, individuals can succeed in varied fields despite their dyslexia.**



More About Dyslexics...

The International Dyslexia Association

<http://www.interdys.org>

According to the International Dyslexia Association, dyslexic people who are successful include...



Whoopi Goldberg

Actor and comedian, winner of an Academy Award for her supporting role in "Ghost," also an Academy Award nomination for her role in "The Color Purple."

Web site: <http://www.whoopi.com>



Ann Bancroft

First woman in history to cross the ice to both the North and South Poles.

Web site: <http://www.yourexpedition.com>

David Boies

Trial lawyer whose high-profile clients have included former U.S. Vice President Al Gore, Jr., Napster, and the U.S. Justice Dept. in its antitrust suit against Microsoft.



Stephen J. Cannell

Author and Emmy Award-winning TV producer and writer, who has created or co-created more than 38 shows, of which he has scripted more than 350 episodes and produced or executively produced more than 1,500 episodes. His hits include "The Rockford Files," "A-Team," "21 Jump Street," "Wiseguy," "Renegade" and "Silk Stalkings."

Web site: <http://www.cannell.com>



Erin Brokovich

Real-life heroine who exposed a cover-up by a major California utility that was contaminating the local water supply. Their actions had severe, even deadly consequences, to the members of the community. With her help, the townspeople were awarded a \$333 million settlement, the largest ever in a U.S. direct-action lawsuit. (Julia Roberts played her in the movie with the same name.)



Sir Richard Branson

British businessman and founder of a global group of companies, which include the Virgin Megastore retail chain, Virgin Atlantic Airlines, V2 Records, and Virgin Net.

Danny Glover

Award-winning actor, who starred in “Lethal Weapon” (I-IV), “The Color Purple,” and many more movies.



T. Chambers

President and CEO of Cisco Systems, Inc., a worldwide leader in networking for the Internet with assets exceeding \$30 billion.

Tommy Hilfiger

Fashion mogul of our day...



Cher

Singer and actress who won an Academy Award in 1987, for her leading role in “Moonstruck.”

Website: <http://www.cher.com>

John Irving

Author of many novels including *Cider House Rules*, *Hotel New Hampshire*, *The World According to Garp*



Dr. John R. Horner

Noted paleontologist and technical advisor for Steven Spielberg on the movies, *Jurassic Park* and *The Lost World*.

Web site: <http://museum.montana.edu/>

Bruce Jenner

One of the world's greatest athletes who won the gold medal in the Decathlon at the 1976 Olympics.

Web site: <http://www.bruce-jenner.com>



Pablo Picasso

Picasso was born in 1881, in Malaga, Spain. He was a famous, controversial, and trend-setting art icon. Pablo attended local parochial schools and had a very difficult time. He is described as having difficulty reading the orientation of the letters and labeled a dyslexic, and despite the initial difficulties, he was able to catch up with the curriculum. However, dyslexia made school difficult, and he never really benefited from his education. Dyslexia would trouble Picasso for the rest of his life.



Thomas Edison

Born in 1847, Thomas Edison was a brilliant scientist and inventor. He was thrown out of school when he was twelve because he was thought to be dumb. He was noted to be terrible at mathematics, unable to focus, and had difficulty with words and speech. It was very clear, however, that Thomas Edison was an extremely intelligent student, despite his poor performance in school.



Jay Leno

Jay Leno has worked very hard all his life. A mild dyslexic, he did not do very well in school getting mainly C's and D's. However, Jay was determined to accomplish his goals.

Despite his poor grades, he was determined to attend Emerson College in Boston. While told by the admissions officer that he was not a good candidate, Jay had his heart set on attending the university and sat outside the admission officers' office for twelve hours a day, five days a week, until he was accepted into the university.

Jay credits his dyslexia with enabling him to succeed in comedy. He credits his dyslexia with helping him develop the drive and perseverance needed to succeed in comedy and life, in general.



Greg Louganis

Considered the world's greatest diver who in 1988, competed against divers half his age to be the first to win double gold medals for diving in two consecutive Olympic events. He also holds 6 World Champion titles, 47 National Championship titles, 6 gold medals in the Pan Am Games and numerous other awards.

Web site: <http://www.louganis.com>



Useful Readings

**Jordan, Dale R. (1989). *Overcoming Dyslexia*.
Austin, Texas: PRO-ED, Inc.**

**Shaywitz, M.D., Sally. (2003). *Overcoming
Dyslexia*. New York: Random House, Inc.**

**Spofford, Carol Sullivan and Geroge S.
Grosser. *Dyslexia: Research and Resource
Guide*. (1996). Needham Heights, Mass:
Simon & Schuster.**

The International Dyslexia Association

<http://www.interdys.org>



For more information, please contact:

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**Jean Elizabeth Farmer
(210) 397-8889**