



Dyslexia Coordinators Meeting
April 12, 2017 - Workshop #55174
La Lomita Room, Region 1 ESC
1:00pm-4:00pm

AGENDA

- Welcome
- Update 1: Texas Dyslexia Identification Academy (Summer 2017)
- Update 2: Texas Gateway Course (Module 1)
- Frequently Asked Questions on Dyslexia
- Oral Language Development: The process, mechanics and implications for language development in early childhood.
- Other Articles/Handouts:
 - Detecting Early Reading Problems in Children with Learning Disabilities
 - TDIA Schedule-Summer 2017

Famous People with Dyslexia



Jay Leno (Comedian & Actor)

While some students would say they struggled in school as though it were a hardship, Jay never minded working harder. "Everybody has something," he says. "My mother would always say to me, 'You're just going to have to work a little harder than the other kids to get exactly the same thing.' And that's an approach that I've always used in my life. I'm a great believer in low self-esteem. So consequently, if you don't think you're the smartest person in the room and you think you're going to have to work a little harder, and put a little more time into it, to get what everybody else does, you can actually do quite well. And that's been my approach." Hard work, mixed in with perseverance, humor, and a positive attitude, is the recipe for his success in show business and in overcoming his dyslexia.

Detecting Early Reading Problems in Children with Learning Disabilities

Expert advice for determining whether your child is simply slow to catch on to reading or has a learning disorder like dyslexia.

by Leane Somers

Like your child's first steps, her first halting attempt to read is an occasion for celebration. But what if she continues to stumble? How can you tell if she's just slow to catch on to a complex skill, or if she has a learning disability like dyslexia? Or are ADHD problems - like lack of focus - keeping her from getting through the page?

Because it's often hard to know - and because it's best to tackle reading difficulties early - you should speak with your child's teacher as soon as you suspect a problem. Most children who receive help by first grade catch up quickly. Children who don't get help until they're nine or older can also improve, but it takes longer.

Early signs of trouble

The earliest indications of a reading problem can show up even before your child begins to read. Because reading is language-based, children who were late to talk or had unusual trouble with pronunciation should be closely monitored as they learn to read.

Reading instruction typically begins in kindergarten, although some children learn the names and sounds of letters in preschool. Kindergarteners also develop "phonemic awareness," the ability to manipulate the individual sounds (phonemes) that make up a word. The word *cat*, for instance, consists of the sounds *kuh-aa-tt*. Letter knowledge and phonemic awareness are the most important predictors of how easily a child will learn to read. By the middle of first grade, most children can blend sounds to form words.

Suspect a problem if your child:

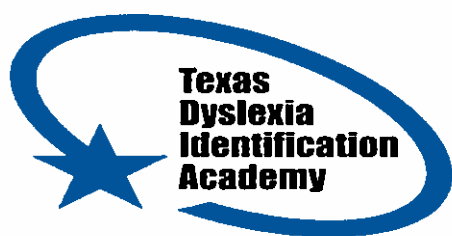
- Resists reading aloud.
- Guesses rather than sounds out unknown words.
- Doesn't recognize when words rhyme.

ADHD itself can also cause difficulty. When ADHD symptoms aren't properly treated, children may find it harder to focus on learning letter sounds, or may impulsively substitute a word with the same first letter as the one on the page. Children who are slow to read because of ADHD can also benefit from reading intervention.

Staying involved

Sometimes a child who's slow to read simply needs a different type of instruction. Ask the teacher about trying another approach, preferably one that focuses on changing letters into sounds and blending the sounds to make words. Or your child may need to use all of his senses. Handling letters made of sandpaper, for instance, can be helpful for children with dyslexia.

At home, read tongue-twisters and sing silly songs to draw attention to the sounds in words. Play word games that replace the first sound of a word to make new ones: fill, hill, bill. Encourage your child to sound out the words on packaging, and have him read to you for 15 minutes a day from a "just right" book (making more than five errors per page means the book is too hard). And don't stop reading to him. Choose more difficult books to read aloud, to increase vocabulary and build comprehension.



NO FEE

Audience:
Dyslexia Teachers,
Assessment Personnel,
Teachers, ESL Teachers,
Administrators

Questions? Call 956-984-6000

Texas Dyslexia Identification Academy Statewide Training

Summer 2017 Academy

This is the final opportunity to attend the modules in a live format and for free.

Texas Dyslexia Identification Academy is an exciting new training initiative to help district and charter school teachers, administrators, dyslexia specialists, and assessment personnel with the challenges of identifying students with dyslexia. This training offers five modules where participants can customize their professional development path by attending one or any combination of the five. TAC §232.11 requires educators who teach students with dyslexia to have CPE training in new research and practices in educating students with dyslexia.*

**Successful completion of Module 1 may satisfy this requirement, per local district policy.*

July 19, 2017 WS #62330 The objectives of **Module 1** are to define dyslexia and related disorders, explore the characteristics and common risk factors of dyslexia at varying age and grade levels, explore elements of reading, and review associated academic difficulties and conditions that may co-exist with dyslexia. **Hidalgo Room**

July 20, 2017 WS #62342 The objectives of **Module 2** are to review the why and when for assessing dyslexia. We will also review the processes for dyslexia assessment and related disorders as outlined in *The Dyslexia Handbook, 2014*. **Starr Room**

July 21, 2017 WS #62343 The objectives of **Module 3** are to review the process of second language acquisition, research on the relative effectiveness of different language programs, the various types of orthography that exist around the world, and the benefits of bilingualism. Data gathering and formal evaluation, as well as, instructional programming for ELLs will also be reviewed. **Starr Room**

July 24, 2017 WS #62345 The objectives of **Module 4** are to provide the knowledge necessary to interpret both quantitative (formal) and qualitative (informal) data used, in compliance with federal and state guidelines, to identify students with dyslexia. Specifically, the participant will understand the significance of quantitative data from normed assessment scores. The role that qualitative data plays when used with quantitative test scores in helping a Section 504 committee determine the identification of dyslexia, will also be reviewed. **Starr Room**

July 28, 2017 WS #62344 The objectives of **Module 5** are to enable participants to (1) know how to analyze and evaluate collected data and then use findings for report writing, (2) be familiar with a framework for documenting evaluation results, and (3) provide hands-on practice in using the framework of a written report to inform a §504 or ARD committee. **Hidalgo Room**

All sessions are from 8:30 to 4:00 at Region One Education Service Center

Register online at www.esc1.net/staffdevelopment

You must bring your own copy of the Dyslexia Handbook (to each session) available at
<http://tea.texas.gov/curriculum/dyslexia/>



	Phonological Skills An awareness of sounds, such as syllables and rhymes	Syntax Understanding word order and grammar rules	Morphological Skills Understanding the meaning of word forms and parts	Pragmatics Understanding the social rules of communication	Semantics or Vocabulary Understanding the meaning of words and phrases
1. Teaching Conversational Skills					
2. Developing Listening Skills					
3. Expanding Conceptual Knowledge and Vocabulary					
4. Promoting Auditory Memory					
5. Encouraging Word Consciousness					
6. Creating a Language Centered Learning Environment					