



Dyslexia Coordinators' Meeting
April 19, 2018 - Workshop #66946
Starr Room, Region 1 ESC
1:00pm-4:00pm
AGENDA

- Welcome
- Dyslexia Handbook Revision
- Invited Speaker: Virginia Gonzalez, Diagnostician and Former State Dyslexia Consultant
Topic: UPDATES on *Dyslexia Handbook Revision* & *HB 1886 Screeners*
- Twice Exceptional (2E): Students with Gifts, Talents, and DYSLEXIA
Presenters: Roel Garza, Education Specialist & Patty Rendon, G.T. Coord.
- Handouts/Forms:
 - Summer Professional Development:
Executive Dysfunction: Links & Impacts with *Dyslexia*
 - JPW Learning Center Teacher Training Program *Take Flight: A Comprehensive Intervention for Students with Dyslexia*
 - SMU-Language Therapy Program

Famous People with Dyslexia



Princess Beatrice

The 28-year-old royal, who was diagnosed with the condition aged seven, described dyslexia as a "gift" saying it gives sufferers the opportunity to "think differently". "I remember one of my earliest memories was sitting in front of a Beatrix Potter book and the illustrations were so beautiful, but the words meant nothing. "I was put into specialist classes and I remember the teacher looking at me and saying, 'Why do you keep looking at me, the words are not written on my face.'" Beatrice, who is Prince Andrew's eldest daughter and *seventh-in-line to the throne*, said that although she still misspells words and struggles with reading, being diagnosed with dyslexia was "the greatest thing that ever happened to me". "I have to learn how to cope with it every day. Beatrice believes that "once you're out of school life, that's when a dyslexic can really excel. "When you go into a workplace your ability to think differently allows you to be more creative, it allows you to approach problems slightly differently and allows you to be a little bit more flexible. The entrepreneurial spirit that comes from thinking differently is a wonderful thing."

STUDENTS WITH GIFTS, TALENTS AND **DYSLEXIA**

Roel Garza
Early Literacy Specialist/Dyslexia
Region One-ESC

- Review how to identify a dyslexic student who is also gifted (2e)
- Recognize characteristics and behaviors of the dyslexic 2e students
- Review **recommendations** to analyze and interpret qualitative and quantitative data to provide input and assist committees in making sound and appropriate educational identifications
- Review how the 2e student is interrelated within the Dyslexia Handbook-Revised 2014

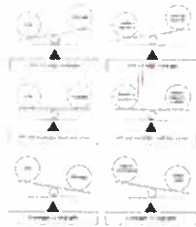
A "twice-exceptional learner" is a child or youth who performs at - or shows the potential for performing at - a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who

- 1) exhibits high performance capability in an intellectual, creative, or artistic area
- 2) possesses an unusual capacity for leadership or
- 3) excels in a specific academic field (TEC 29.121)

and who also gives evidence of one or more disabilities as defined by federal or state eligibility (IDEA 2004) (300 § (Section 504) criteria such as

- learning disabilities,
- speech and language disorders
- emotional/behavioral disorders
- physical disabilities,
- traumatic brain injury,
- autism spectrum disorder; or
- other health impairments such as ADHD

Twice Exceptional Combinations



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Snapshot of Gifted Students with Factors

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Figure 2.0 • Determining Opportunities • Critical Success Key Factors			
Business Goals	<p>Established business goals</p> <p>Additional business goals</p> <p>Business goals that are not aligned with the business strategy</p>	<p>Business goals that are aligned with the business strategy</p> <p>Business goals that are not aligned with the business strategy</p> <p>Business goals that are not aligned with the business strategy</p>	<p>Business goals that are aligned with the business strategy</p> <p>Business goals that are not aligned with the business strategy</p> <p>Business goals that are not aligned with the business strategy</p>
Market Goals	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>
Marketing Goals	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>
Customer Goals	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>
Product Line Objectives	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>
Customer Segments	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>	<p>High growth, high profit</p> <p>High growth, low profit</p> <p>Low growth, high profit</p> <p>Low growth, low profit</p>

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Region One ESC

Roel Garza
Early Literacy Specialist
rogarza@esc1.net

Patty Rendon
GT Coordinator
prendon@esc1.net





Sara's Story

Sara was able to use her memory to maintain the façade of reading even though, as was later discovered, she was severely **dyslexic**. Because she remained on grade level in many areas due to her ability to compensate for her weaknesses and her willingness to put forth extraordinary efforts to achieve, the school was reluctant to believe she had a disability. Her increasing feelings of failure compounded by issues of adolescence negatively impacted her attempt at success and happiness. With the many hours put in by her parents and sister in which they would read to her, and finding books that related to her hobbies, Sara learned to read. Due to a discrepancy between her performance on school achievement tests and her verbal IQ score (99th percentile), she was tested and it was confirmed in **fifth grade** that Sara had a learning disability. She felt relief. She worked with an LD specialist and gained confidence in the classroom as well as outside the classroom. Sara's problem was identified, she was receiving academic support and had educational enrichment as well – all essential ingredients in Twice-Exceptional programming.

Junior high school was a different story. Although Sara received accommodations for her disabilities (she also had ADD), she was reluctant to use them or discuss because she did not want to be different. She felt guilty when she received a good grade believing that she was cheating due to her accommodations. What was her identity? How could she preserve the concept of being a highly able and capable young woman when she felt different and frustrated?

Sara started **high school** in a highly-charged emotional state. She had little self-confidence and was not prepared for the social or academic issues that were about to confront her. She was over her head in the honors biology class. She switched to an average level biology class. She was receiving failing grades

in other classes and was moved down to average level classes in those courses as well because she believed that the school staff did not think she was smart enough to handle the material. She thought that in their minds, if she couldn't pass the written test, then she didn't understand the material.

After a teacher embarrassed and humiliated her in front of her peers, Sara became more introverted. She was afraid to approach her teachers fearing that a similar situation would occur. This was a major step backwards in her attempt to become more independent and to advocate for herself. She had convinced herself that she was a burden for which the teachers had no time or energy to handle. Even though her parents and the teachers she had in the regular classes reassured her that she was smart, Sara still felt dumb. She thought, "Why can I not get good grades in these non-challenging classes if I am smart?" She struggled with taking traditional tests.

In her sophomore year, Sara took a law class. This proved to be her one saving grace. This class tapped into all her best attributes: her excellent verbal skills and critical thinking abilities. The teacher in this class became a strong advocate and guide for Sara.

Socially, Sara was isolated from the friends she had in middle school because they were all in honors classes. By this time, she had become too shy to make new friends so she sought refuge in the special education resource room where she had wonderful support from the LD specialist. Sara became depressed and started seeing a counselor, but the counselor didn't understand, leaving Sara feeling that no one could understand. On top of academic problems, teachers not understanding and social concerns, crowded hallways and other sensory issues in the building bothered Sara. She felt that she was in a jungle with people out to devour her. She decided to look at attending school in a different school district.

Continued frustrations with meeting expectations of self and others ultimately caused Sara to withdraw academically and socially, and to become deeply depressed. Depression is a common by-product of adolescence. Gifted students may also become depressed as a result of perfectionism, asynchronous development, social isolation and sensitivity. For Twice-Exceptional students, the stressors are magnified. Their reality is coping daily with the discrepancy of what they can and cannot do. Finding a peer group with whom they can identify, and extreme sensitivity makes Twice-Exceptional students acutely aware of their plight. For these reasons, many Twice-

Exceptional students take medication for depression, and lose their motivation to achieve.

Sara's family decided to allow Sara to enroll in a different school district. The new school community was very supportive and caring; class size was smaller and she felt more comfortable talking with each teacher individually. She was quite aware that she had to work harder than most others. Her classes required enormous amounts of reading outside the classroom. Sara developed a strategy and methods of taking notes on what she read to help her to understand classroom discussions. This, in turn, helped her to begin to hear the teacher's lecture differently and much more effectively, and even forced her to stay focused in class.

The greatest challenge and most rewarding academic experience came from her independent study and AP classes. She was able to shine and show everyone that she was smart and passionate about schoolwork. Sara began tutoring most of her classmates before tests and helping them plan their papers. This was so gratifying and different. Sara was finally feeling competent and smart.

Sara started taking an anti-anxiety medication, which proved to help her in social situations. She tried out for and made the debate team. She and her partner won the team award and took two top slots for individual speaking. Sara's confidence soared. She made many friends-good friends. Most importantly, Sara became comfortable with who she was. She had figured out how to deal with her learning disability and be successful. Her friends do not define her by her learning disability, but rather by her weird, quirky traits that make up her character.

What can we learn from Sara's experience:

- | | |
|-----------|-----------|
| 1.) _____ | 2.) _____ |
| 3.) _____ | 4.) _____ |
| 5.) _____ | 6.) _____ |



SMU

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT

LEARNING THERAPY PROGRAM

Be a Certified Academic Language Therapist!

The Learning Therapy Program is designed for individuals interested in working with children or adults who have dyslexia or related language learning disorders.

The program requires two years of graduate study and includes extensive training in Multisensory Structured Language Education (MSLE), practicum experience and clinical teaching hours.

The core curriculum includes theory of dyslexia, methods, curriculum design, and professional development.

The program is designed to accommodate the busy schedules of working adults. Participants attend seminars: two weeks in summer, two Fridays and Saturdays in fall and two Saturdays in spring. Clinical teaching hours are accrued with private clients or in school settings under the guidance of a Qualified Instructor. Two Electives are required.

Those who successfully complete the training course are qualified to take the Alliance National Registration Exam for Multisensory Structured Language Education at the therapy level, a passing score on which qualifies the individual for membership in ALTA® as a Certified Academic Language Therapist (CALT).

New Cohort Begins Summer 2018

For more information:

Sheila Rogan Jana Jones

214-768-2346 903-413-0237

<https://www.smu.edu/simmons>

Scroll down to:

Learning Therapy Specializations

Program Details



The SMU Learning Therapy Program is accredited by the International Multisensory Structured Language Education Council (IMSLEC®) and by the International Dyslexia Association (IDA®).

JPW Learning Center

The JPW Learning Center, also known as James Phillips Williams Memorial Foundation is a non-profit organization that offers the opportunity for alternative instruction for those children or adults who are experiencing difficulties in reading as a result of a learning disability.

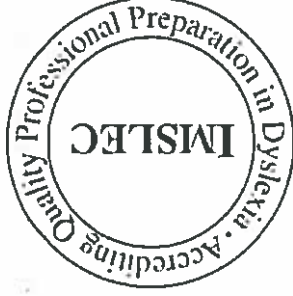
For more information on other programs offered through the JPW Learning

Center please call :

325-655-2331 or go to:

www.jpwlearningcenter.org

**An IMSLEC Accredited
Training Center 2010
Reaffirmed 2013**



JPW Learning Center
James Phillips Williams Memorial Foundation
403 W. Washington Drive
San Angelo, TX 76903
www.jpwlearningcenter.org



**JPW Learning Center
Teacher Training
Program
*Take Flight:***

**A Comprehensive Intervention
for Students with Dyslexia**

**2018 Training Dates:
July 30-August 10, 2018**

Lyford CISD
8240 Simon Gomez Rd
Lyford, TX

www.jpwlearningcenter.org

325-655-2331

Take Flight: A Comprehensive Intervention for Students with Dyslexia Teacher Training

The JPW Learning Center offers Therapist level and Practitioner level training in **Take Flight: A Comprehensive Intervention for Students with Dyslexia**, a curriculum researched and written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children in Dallas, Texas.

This course is specifically designed for anyone interested in working with students who need an alternative approach to reading instruction: classroom, resource, remedial and early childhood teachers, counselors and adult educators. The only qualification is an under graduate degree.

This comprehensive two year training program is based on the work of Dr. Samuel T. Orton, Anna Gillingham, and Sally Childs, is specifically designed for teaching literacy skills to dyslexic students and meets state guide lines (19TAC74.28).

Take Flight: A Comprehensive Intervention for Students with Dyslexia Teacher Training Course

Introductory Class Year One

July 30-August 10, 2018
8:30a.m.-4p.m. Monday—Friday

Lyford CISD
8240 Simon Gomez Rd
Lyford, TX

Instructors: Betzy Day M. Ed, LDT, QICALT
and Libby Grafa, LDT, ICALP, CALT

The two week course includes: daily lectures and practicum with group discussion, instruction in the science of language learning disorders, the basic structure of the English language, structured procedures for reading, handwriting and spelling, and techniques in multi-sensory teaching.

In addition, five demonstration lessons and two two-day seminars are also required to complete the training requirements the first year.

Tuition:\$1500.00
Materials:\$1000.00
Non-refundable Deposit: \$250
Total: \$2500.00

Application and deposit due by
May 31, 2018

Advanced Course Year Two

July 30-August 10, 2018
8:30a.m. - 4p.m. Monday-Friday

The two week advanced course is designed for the teacher who has completed the two week Introductory Course. This course is held the following summer and includes instruction in advanced multi-sensory teaching techniques, lesson planning, alphabet and dictionary skills, spelling, handwriting, and reading practices, syllable division, listening skills, and verbal to written expression. **Two two-day seminars and five demonstration lessons** are required to complete the training. All Trainees are encouraged to take the Alliance Test for Certification once training is completed.

Tuition: \$1100.00
Materials:\$400.00
Total: \$1500.00

Graduate hours are available
through
Midwestern State University

An IMSLEC Accredited
Training Center 2010
Reaffirmed 2013

5% will be added to credit card payments