



# The Basics of Dyslexia

# Learning Invitations

1

Understand the meaning of Dyslexia and its characteristics



2

Identify systems to support students with Dyslexia



3

Explore the different Dyslexia resources in LA Unified



# Learning Invitation #1

Understand the  
meaning of Dyslexia  
and its characteristics



# The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

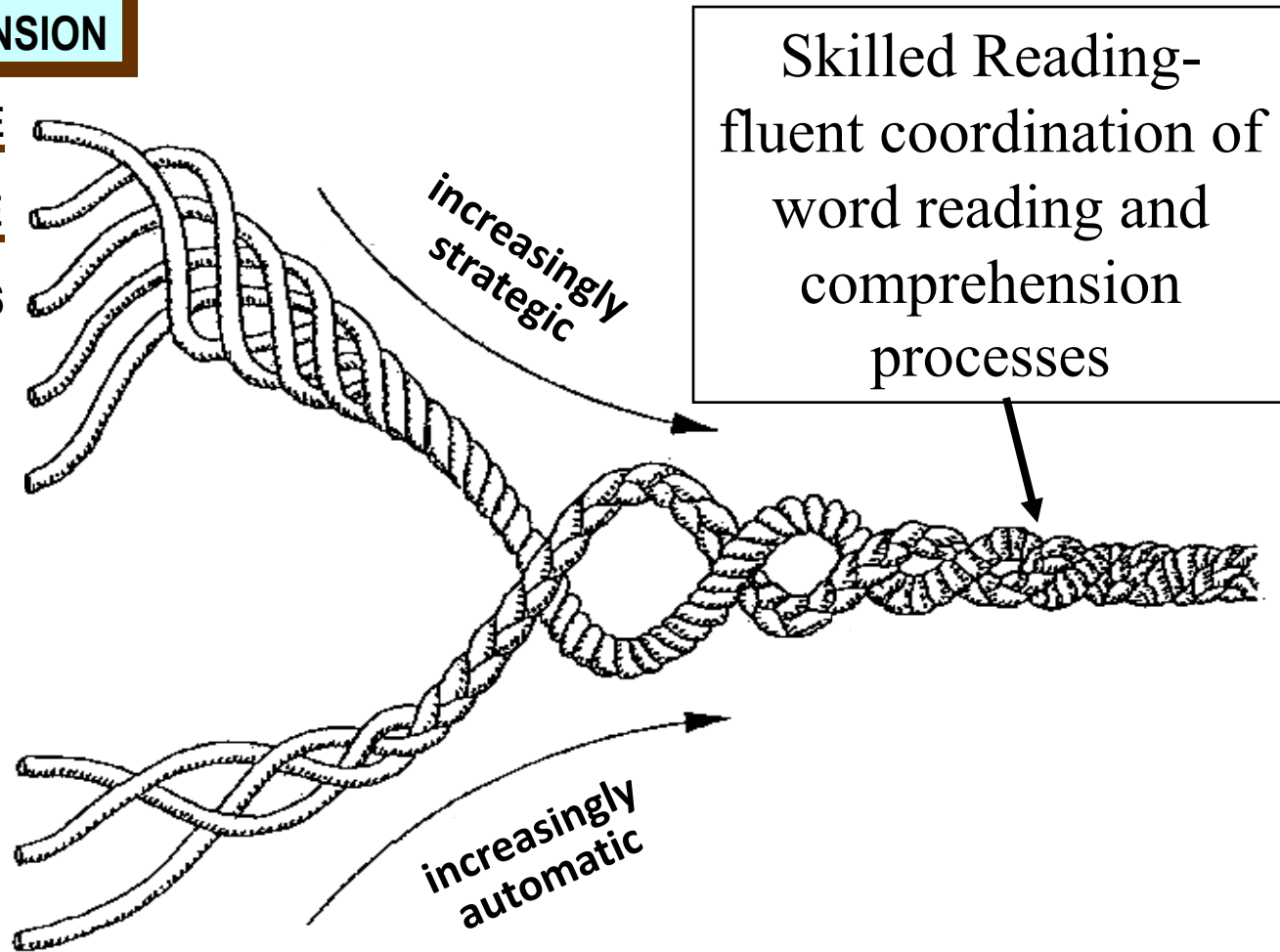
LITERACY KNOWLEDGE

## WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

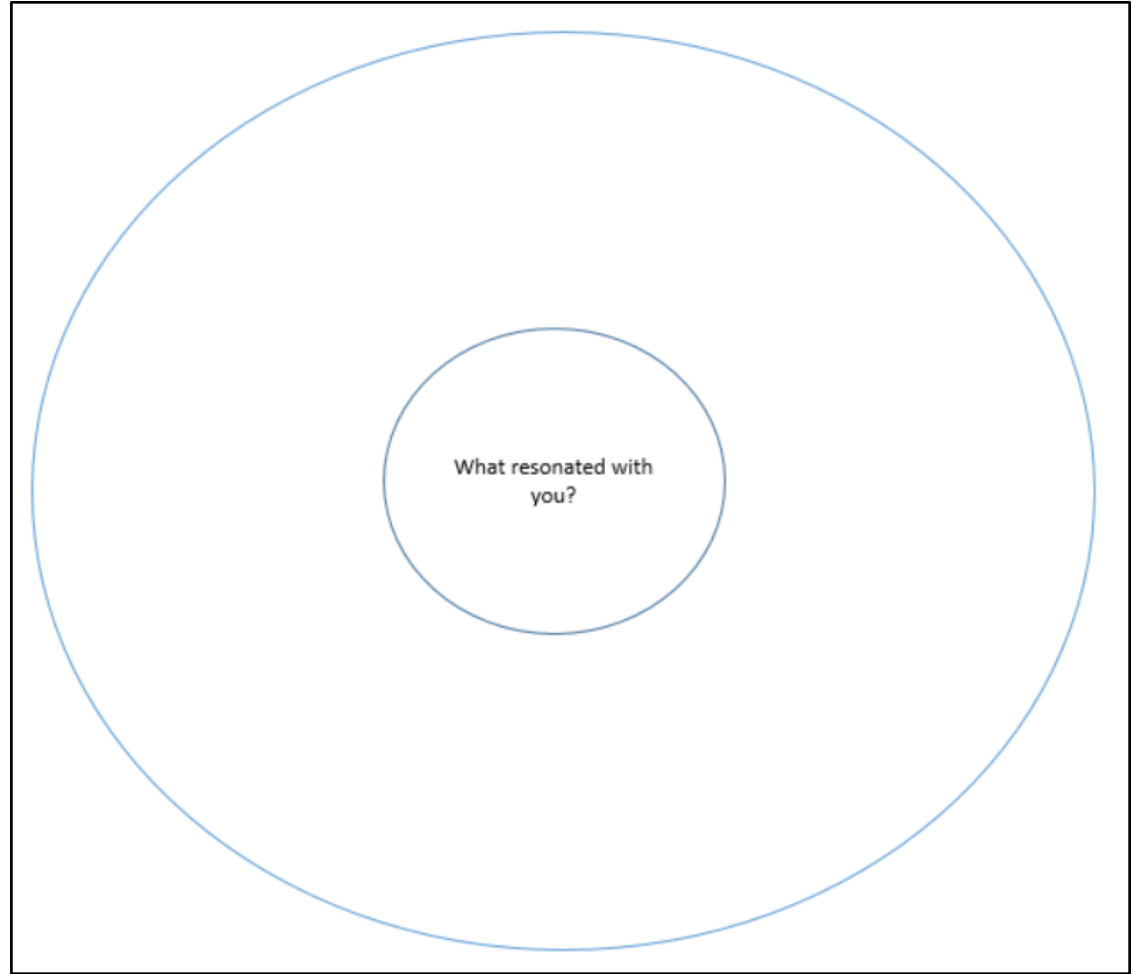
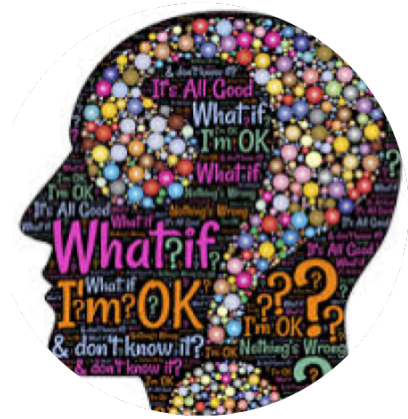


# What is Dyslexia?

- “Dyslexia is a **specific learning disability** that is **neurobiological in origin**. It is characterized by difficulties in accurate and/or **fluent word** reading 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**.”

# Stop and Jot

Jot some of the ideas you collect from the video you will be watching.

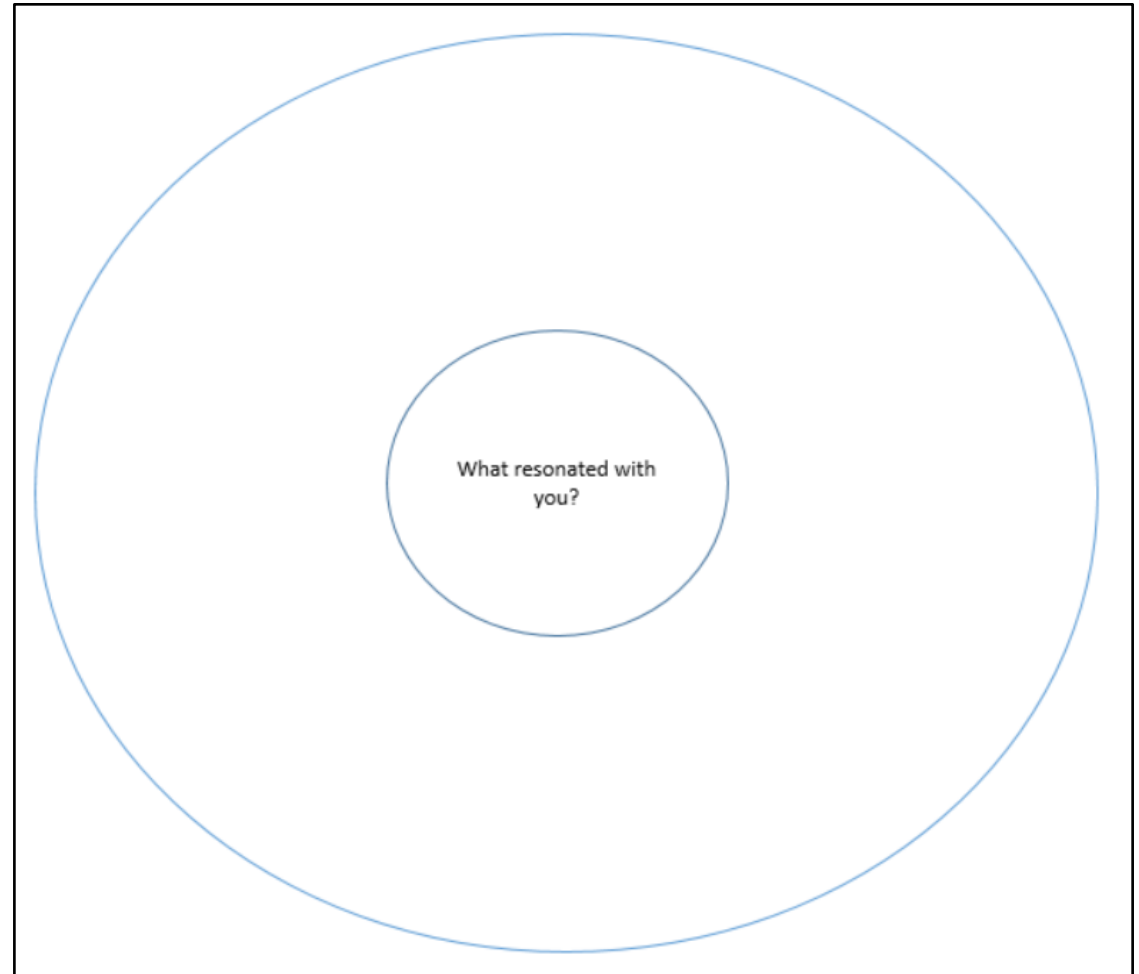


# What is Dyslexia?



# Most Important Point

- Select the most important point from your circle map.
- Share your most important point with a partner.



# We have learned that...

Dyslexia is a language-based disability. It's not a problem with vision or intelligence.

Difficulty in phonological awareness is key predictor of Dyslexia.

/b/ ɔ /d/  
dog

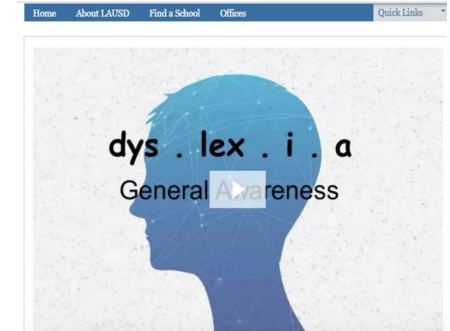
Brains of those with Dyslexia rely more on the right side of the brain and the frontal lobe. This is a neurological difference.



Those with Dyslexia can physically change their brain and improve their reading through a Structured Literacy Approach.

Those with Dyslexia respond to intensive multisensory intervention that breaks the language down and teaches them to decode.

## Dyslexia General Awareness Module



### *My PLN*

# Areas affected d by Dyslexi a

Phonological awareness and  
Phonics

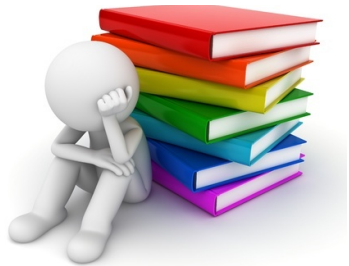
Fluency and Comprehension

Spelling and Written Expression

Social-Emotional Growth

# Characteristics of Dyslexia in Academics

Students show poor decoding and spelling abilities



Students have difficulties with accurate or fluent word recognition



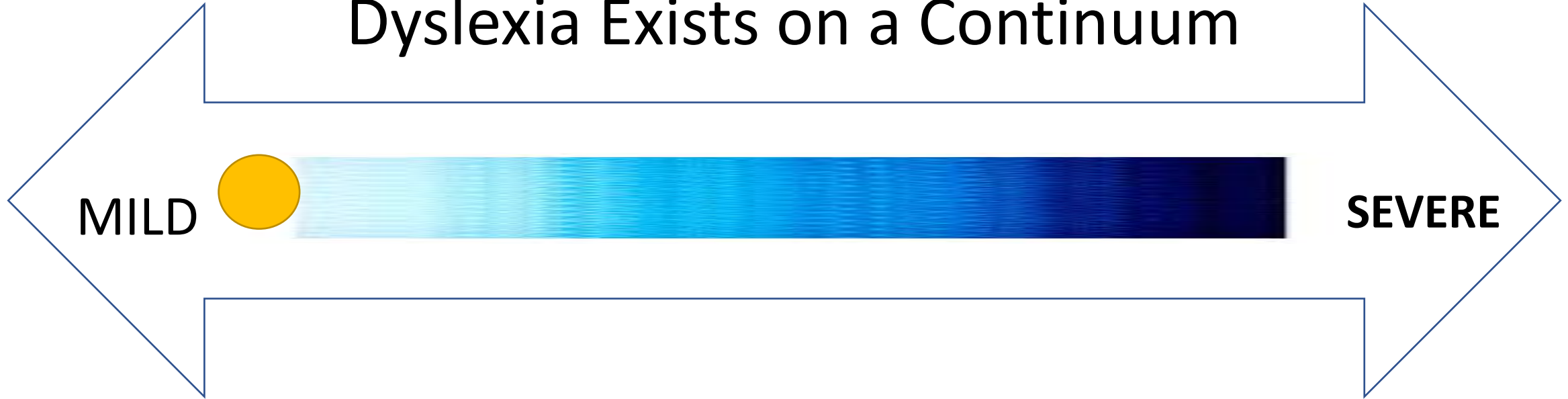
Students demonstrate difficulty in retaining rote information and word memory



Students' spoken and written language can be affected



# Dyslexia Exists on a Continuum



**EVERY CHILD'S PROFILE IS UNIQUE!**

Student A:  
May struggle to  
decode but  
have strong  
comprehension skills.

Student B:  
May struggle with  
spelling but  
have strong  
decoding skills.

Student C:  
May struggle with  
fluency but  
have strong oral skills.



# Characteristics of Dyslexia and Social-Emotional Growth



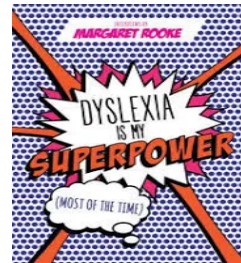
Low Self-Esteem

Anxiety

Feeling Isolated

"It's a bit frustrating when I'm reading and I miss some words. Or I read a word and I mistake it for another word. Or I'm reading a book and I am too focused on the reading and so I don't take in the story."

—Emma, 9 years old



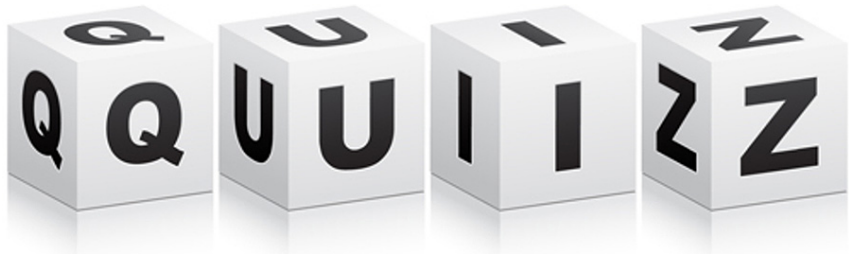
"When you don't understand something it makes you feel so upset in front of the whole class, especially when everyone understands." —Leah, 14 years old



Feeling Discouraged

Feeling Depressed

A Sense of Hopelessness



Quick Quiz

True or False?



People with  
Dyslexia cannot read.



Students with Dyslexia  
can learn to read and  
succeed because they  
can physically change  
their brains through  
intensive, structured,  
and multi-sensory  
intervention.



True or False?



Children will outgrow  
Dyslexia.



Dyslexia is a lifelong  
challenge.  
Early intervention matters.



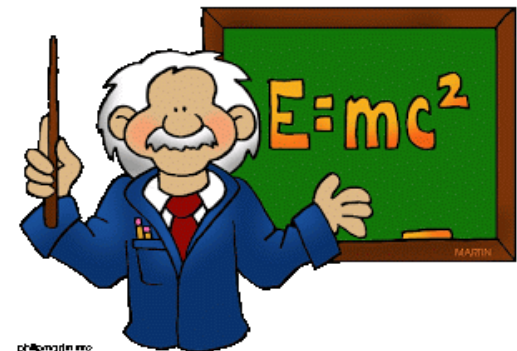
True or False?



Individuals with high intellectual ability can have Dyslexia.



Many highly intelligent people have Dyslexia.



True or False?



Young children who reverse letters have Dyslexia.

tæpæt teapöt  
təsbot teapöt

Most children with Dyslexia will master letter-sound correspondences with practice. Not all individuals with Dyslexia reverse letters.

teapot

True or False?



Dyslexia is a rare disorder.



About 1 in 5 people (some estimate 15-20%) of the population has mild to severe Dyslexia.







# Dyslexia is NOT

- a condition due to lack of effort
- simply a problem of letter/word reversals
- caused by poverty or limited educational opportunity
- caused by developmental delay or speech/hearing impairments
- caused by ADD/ADHD
- a condition that will be outgrown (Dyslexia persists)





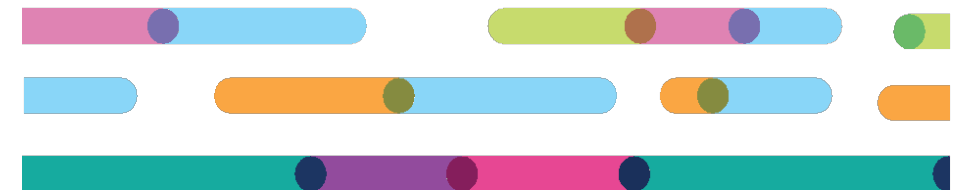
# Learning Invitation #2

Identify systems to  
support students with  
Dyslexia

“Students who have Dyslexia are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports.”



## California Dyslexia Guidelines



# Multi-tiered System of Supports

**1-5%**  
**FEW**



- Intensive/Individual Academic and Behavior Supports (Daily)
- Frequent Progress Monitoring (Weekly)
- Highly targeted evidence-based supports with focus on small incremental learning steps

**10-15%**  
**SOME**



- Evidence-based instructional program and strategies for academics/behavior
- Targeted intervention with more frequent progress monitoring
- Problem solving teams available

**80% ALL**



- Core curriculum including supplemental aides and resources aligned to core
- Core Instruction
- Universal screening with progress monitoring

# Multi-Tiered System of Supports



Stop, Think & Share:  
What do these supports look like in your class or school?

Student is not making adequate progress and is significantly below their grade level. Student may need to be referred for more intensive support or evaluation.

Student may receive an intensive intervention focused on decoding (**Tier 3 support**) instead of the instruction they receive in the general education classroom.

Student may receive an intervention focused on decoding (**Tier 2 support**) in addition to the reading instruction they receive in the general classroom.

Student is having difficulty with word-level reading decoding during instruction (**Tier 1 support**).

# Tiered Instructional Supports in Elementary

## Tier 3

- 95% (smaller intervention groups)
- *LANGUAGE! 4<sup>TH</sup> Ed. Focus on English Learning* (core replacement program for grades 4 & 5 only)

## Tier 2

Ancillary resources in wide distribution:

- Heggerty Phonemic Awareness (*Pre-K, K, Primary curricula in English & Spanish*)
- Interventions for Reading Success *Windmueller & Cimino*
- 95 Percent Group
- Daily 5 Structures & Strategies
- Amplify Reading (*Title 1 Schools*)

## Tier 1

- Benchmark Advance
  - Benchmark Adelante
  - Amplify Reading
- (*Title 1 Schools*)



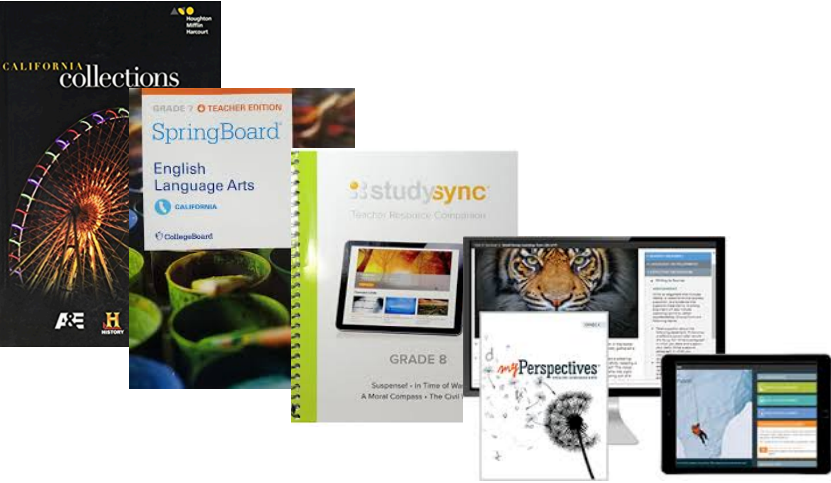
ELLP

A structure for differentiation



School wide and grade level mixing to ensure foundational skills instruction is provided based on students' needs

# Tiered Instructional Supports in Secondary



## Tier 1

(Varies from school to school)

- Collections (grades 6-12)
- Springboard (grades 6-12)
- StudySync (grades 6-12)
- myPerspectives (grades 9-12)

## Tier 2

(Varies from school to school)

- HS-Variou courses
- MS-Academic Literacy  
(*School curriculum created*)
- MS-Academic Literacy  
Cohort 1-up to 20 schools  
(*Reader's Apprenticeship Framework*)
- HS-Enhancing Literacy  
Cohorts 1 & 2 up to 20 schools  
(*Get Lit/Words Ignite*)

## Tier 3

- Read 180 Universal  
(grades 6-9)
- LANGUAGE! 4TH Ed.  
Focus on English  
Learning  
(core replacement program  
for grades 6-9 only)

# Thinking About the Variability of Learners



Have I identified my struggling readers?

What are the areas in which my struggling readers have the most challenges?

What data do I have that shows the areas in which my students are challenged the most?  
( i.e., assessment results, artifacts, student work, running records, etc. )



How have I adjusted my Tier 1 instruction to address the different challenges my struggling readers face?  
(i.e., scaffolds, strategies)

What tiered supports have I provided to address the challenges my struggling readers face?

What interventions have I provided to address the challenges my struggling readers face?



# Students with Dyslexia have difficulty with:

Phonological/ phonemic awareness	Phonological decoding	Processing speed	Orthographic Mapping	Rapid Automatic Naming	Auditory Working memory	Retaining Rote Information
<p>Breaking apart words into syllables</p> <p>Only auditory /k/a/p/</p> <p>Hear and manipulate sounds</p>	<p>Matching letters to sounds <i>"S" makes the ssssss sound</i></p> <p>Ability to bring the sounds with the symbols (in this case the alphabet)</p> <p><i>If we say the sound 's' would you call it out as the letter "s"</i></p>	<p>Time it takes a person to do a mental task</p>	<p>Ability to represent a printed word in memory and then to access the whole word pattern, a single letter, or letter cluster in that representation</p>	<p>How quickly a student can name aloud objects, pictures, colors, or symbols</p>	<p>Identify letter sounds and blend them in accurate sequence so that fluent reading can occur</p>	<p>Remembering information such as the times tables, months of the year, sight words, new vocabulary words, and names</p>



# Classroom Profile



- Knows only 14 letters of the alphabet
- Forgets the sounds of the letters he knows



- Difficulty with multisyllabic words  
Specific → Push-si-fic
- Confuses letters and words that have similar sounds  
Every → Efry



- Spells words just the way they sound  
they → thay
- Reluctant to read aloud and guesses at multisyllabic words

**In the end, they all have a core phonological deficit in common.**





## California Dyslexia Guidelines



- Students who have Dyslexia are “**general education students**” **first**
- Can be educated in general education classrooms
- Benefit from a wide variety of supports
- Students with Dyslexia **sometimes** require special education

# LAUSD Dyslexia Policy BUL 045788.0

Provides guidelines, raises awareness, and increases understanding of the characteristics of Dyslexia

Outlines a Multi-Tiered System of Supports (MTSS) for addressing Dyslexia in the general education program

Provides guidance on the assessment of students referred for a suspected disability, including Dyslexia, and for making recommendations on how to best address the unique educational needs of students



# What if I suspect my student may be displaying signs of Dyslexia?

## Communicate

Have a conversation with the student's parents and leadership team regarding your thoughts and/or concerns about the student's progress using different data points such as assessments and/or grades.

## SSPT Initial Meeting

A Student Success and Progress Team meeting may be held to further discuss the student's intervention plan(s) and supports.

## SSPT Follow-Up Meeting(s)

A follow-up meeting is conducted to review the student's progress.

## No Significant Progress?

If after implementation of interventions and supports, the student does not make significant progress, then parents can be informed and they can request an evaluation.

## Parent Requests an Initial Evaluation

Parent can initiate a request for an initial evaluation to determine whether the student has a disability.

## Timeline for Initial Evaluation

The initial evaluation must be conducted within 60 days of receiving parental consent for the evaluation (Title 34, Code of Federal Regulations, Section 300.301[b] and [c]).

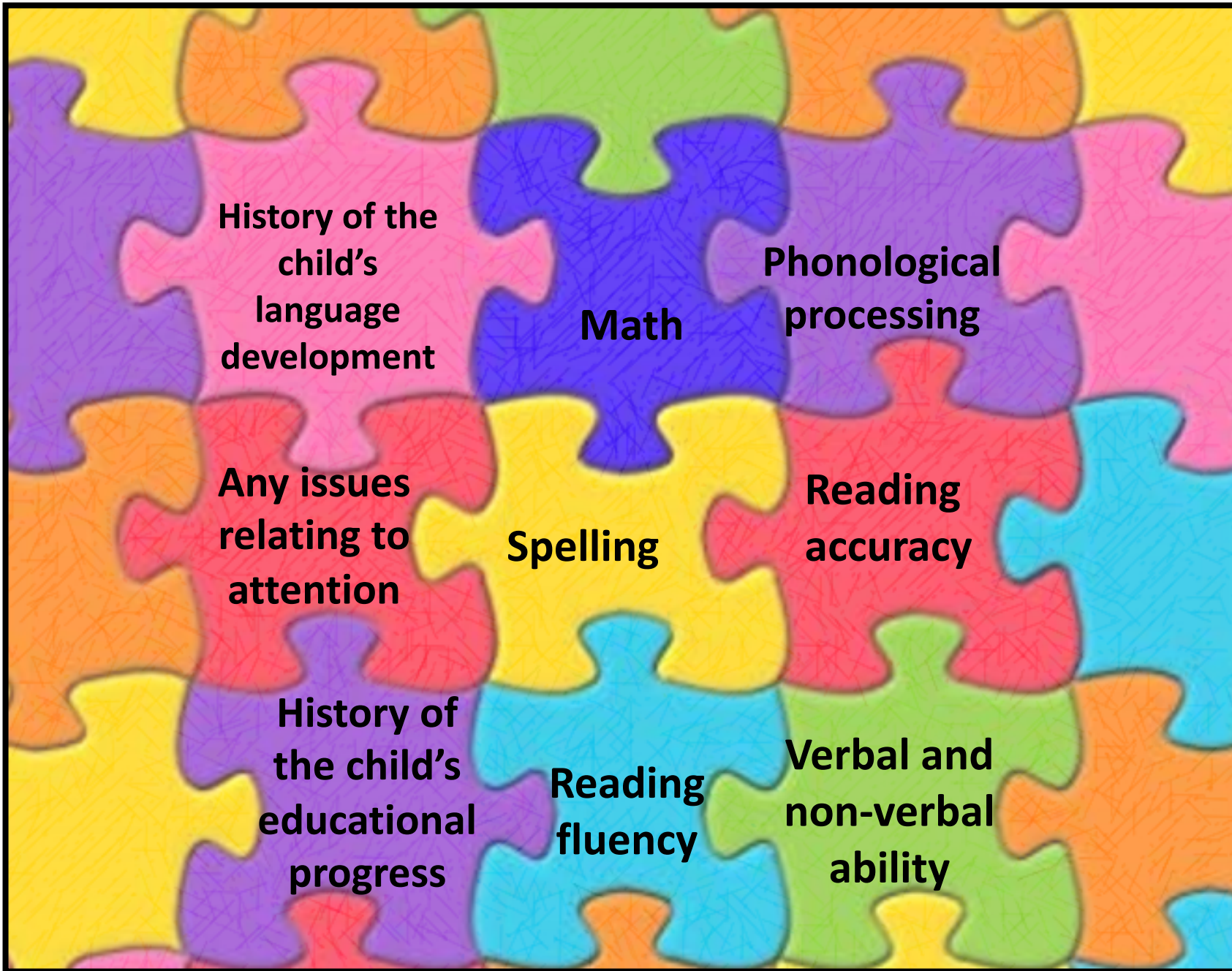
## Evaluation Results

Parent will be invited to meet with the school IEP team to discuss the results from the evaluation.

## IEP Decision

The school IEP team will determine if the child will be provided with an Individualized Education Plan for a Specific Learning Disability.





Evaluation of  
Dyslexia=  
A thoughtful  
synthesis of all  
the data  
available

*Adapted from Dyslexia Guidelines*



Student

Date of Birth

Meeting Date

**SPECIFIC LEARNING DISABILITIES CERTIFICATION**

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team?  Yes  No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- Listening Comprehension
- Basic Reading Skills
- Oral Expression
- Reading Comprehension
- Written Expression
- Math Calculation
- Math Reasoning
- Reading Fluency

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- Attention
- Visual Processing
- Auditory Processing
- Sensory Motor Skills
- Cognitive abilities including association, conceptualization and expression
- Phonological Processing

5. The Team agrees that the discrepancy is not primarily the result of:

- Limited school experience
- Poor school attendance
- Environmental, economic or cultural disadvantage
- Social maladjustment
- Intellectually Disabled
- Visual, hearing or motor impairment
- Unfamiliarity with the English language



# Accommodations in an IEP may Include:

## For homework assignments:

- reducing homework load
- allowing students to dictate their answers
- allowing typewritten work
- allowing extended time to complete assignments

## For mathematics:

- allowing students the use of a calculator or graph paper
- teacher breaking assignments into smaller steps

## For reading may include:

- access to audiobooks and text-to-speech software
- the teacher not calling on a student with Dyslexia to participate in oral reading, unless the student volunteers
- allowing extra time to complete reading assignments

## For spelling:

- the teacher reducing the number of items on spelling lists
- providing access to spell-check and word prediction software, and not deducting points for spelling errors

## For testing:

- providing students with Dyslexia with extra time
- allowing students to give answers orally
- providing a quiet testing area

## For writing may include:

- providing a student with a scribe
- providing access to speech-to-text software
- offering written or digital copies of notes
- minimizing the need to copy from the board
- providing graphic organizers



# 3-2-1

<p><b>3</b></p> <p><b>Share three key ideas you learned in this section</b></p>	<p><b>2</b></p> <p><b>Share two ideas you want to explore more</b></p>	<p><b>1</b></p> <p><b>Share one idea you have a question about</b></p>



# Learning Invitation #3

Explore the different  
Dyslexia resources in  
LA Unified

# District Resources and Supports for School Sites

General Awareness module for all stakeholders

Mandated Professional Development for all teachers

Follow-Up online training for all teachers (Level specific for elementary and secondary)

Website online resources for parents and teachers

Parent trainings throughout all districts



# Dyslexia General Awareness Module




## My PLN

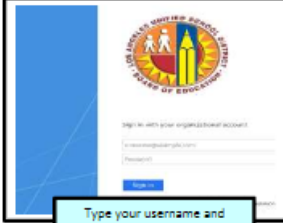
You can access the General Awareness Module through MY PLN

### DYSLEXIA GENERAL AWARENESS Module Registration on My PLN




Go to <https://achieve.lausd.net/mypln>

1 

2 

3 

4 

5 

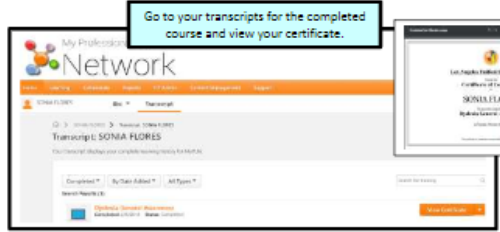
### DYSLEXIA GENERAL AWARENESS Module Registration on My PLN



6 

7 

8 

9 

# Deeper Dive into Dyslexia

Teachers will learn more about the meaning and characteristics of Dyslexia, gain a general awareness of reading and a Structured Literacy Approach, and explore academic and social-emotional strategies to support students with Dyslexia.

A Deeper Dive  
into Dyslexia:  
A Guide for  
Elementary  
Teachers

Long Version



A Deeper Dive  
into Dyslexia:  
A Guide for  
Secondary  
Teachers

Short Version



# Social Emotional Learning

## ANGELES UNIFIED SCHOOL DISTRICT

- Educators - Growth Mindset
- Educators - Self-Efficacy
- Educators - Self-Management
- Educators - Social Awareness

### Parents

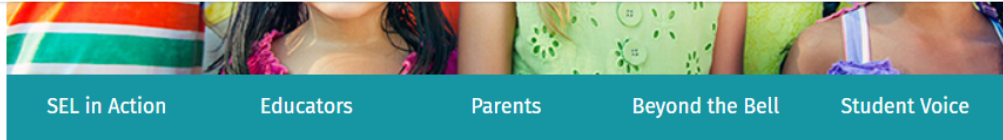
- Parents - Growth Mindset
- Parents - Self-Efficacy
- Parents - Self-Management
- Parents - Social Awareness

### Student Voice

### Before & After School

### Conference

- Keynote
- Attend
- Sponsors & Exhibitors
- Conference Presentations
- Conference Pictures



## What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

## Second Step in LAUSD



Implementation of the Second Step Social Emotional Learning curriculum has had an incredible impact at Florence Griffith Joyner Elementary School and Beachy Elementary School.

<https://achieve.lausd.net/Page/10277>


# California Dyslexia Guidelines – California Department of Education



## California Dyslexia Guidelines



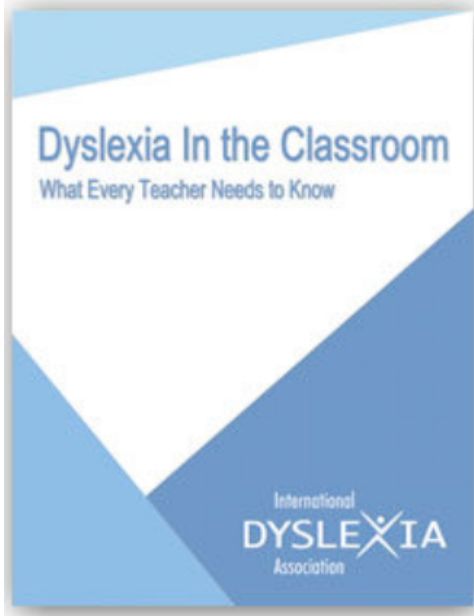
Purpose: To assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting students with Dyslexia.



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- Read the contents page and highlight 2 chapters you will commit to read.
- Share with a partner and tell them why you selected the chapters.





# Dyslexia in the Classroom Toolkit

Introduction  
About IDA  
What is Dyslexia?  
Signs and Symptoms of Dyslexia  
Social and Emotional Connection  
Classroom Strategies, Tips, and Tools  
Multisensory Structured Language Teaching  
Screening, Evaluation, and Diagnosis  
Additional Resources and Further Reading  
References

## Purpose:

- provide classroom teachers with basic information about Dyslexia
- dispel some of the myths and misconception surrounding Dyslexia
- can increase teachers' capacity to ensure the success of the diverse group of learners in their classrooms

<https://dyslexiaida.org/dyslexia-in-the-classroom/>



# Dyslexia Website

Take some time to review the resources available on the website.

How can you leverage the resources on the website?

<https://achieve.lausd.net/dyslexia>



The screenshot shows the website interface for the Los Angeles Unified School District. At the top, there is a dark blue navigation bar with a home icon, a calendar icon, and links for "About Los Angeles Unified", "Find a School", "Offices", "Families", and "Employment". Below this is a "Classic View" button and the district's logo, which features a sun, a book, and a pencil. The main content area is titled "LOS ANGELES UNIFIED SCHOOL DISTRICT" and includes a breadcrumb trail: "Home > Special Education > Families > Dyslexia Awareness Website". A sidebar on the left lists various resources under the heading "Families": "Families Home", "Dyslexia Awareness Website", "Programs, Supports, and Services", "Brochures and Guides", "Community Advisory Committee", "Modified Consent Decree (MCD) Overview", and "Parent Resources for Engagement and Student Success (PRESS)". The main content area features the heading "Dyslexia Awareness" in red, followed by a paragraph: "Dyslexia is a language-based disability that is characterized by difficulties in learning how to read fluently. Students with dyslexia can also experience difficulties with oral language, spelling, and writing skills." Below this is another paragraph: "Dyslexia exists on a continuum; therefore, addressing the needs of struggling readers". To the right of the text is a video player showing an illustration of three children (two girls and one boy) standing in front of a blue play button icon.




# Reflection Time and Commitment

- What are some next steps you will take?
- What commitment will you make to ensure Dyslexia is on everyone's radar at your school?

Let's remember that  
our students are...

Thank you



Never  
a failure,  
always  
a lesson