



What is Dyslexia?

Trinity Christian School
August 11, 2023

Handouts are available at
www.MarciPetersonET.com/trinity

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- Dyslexia Specialist
- Veteran Homeschool Mom
- Author



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Dyslexia

Dys = difficulty with

Lexia = language

Difficulty with language

- Oral Speech
- Auditory processing
- Reading
- Written Expression and Spelling

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Dyslexia is..

- Inherited
- Neurological in Origin
- Often unexpected in relation to other cognitive abilities and instruction
- Difficulty in processing
 - the orthography (the written form)
 - phonology (the sound structure) of language

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Myths and Misconceptions

- Vision problem - letters are seen backward
- Rare
- Dyslexia can be outgrown
- It's a catch-all term
- No way to identify until third grade

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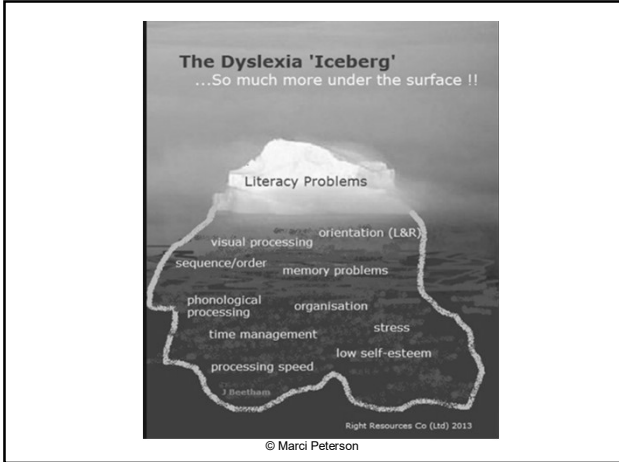
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Myths and Misconceptions (cont.)

- It's a medical condition
- Lack of phonics instruction
- Dyslexics cannot read
- 20 minutes a day of reading will help
- I.Q and Dyslexia are related

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Dyslexia is often called

- Reading Disability
- Learning Disability
- SLD
- Specific Learning Dis.
- CAPD
- Auditory Discrimination
- **Phonemic Awareness Deficit**
- Orthographic Deficit
- Visual Tracking Disorder
- Visual Processing Disorder
- Written Language Disability
- Visual Motor Integration
- Poor Word Retrieval

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Dyslexia Impacts More Than Just Reading

It will impact:

- **Spelling:** Orthography and retaining sound-symbol relationships
- **Written output:** Grammar and writing conventions
- **Speech:**
 - Difficulty repeating complex words, effects retention of vocabulary
 - Difficulty with word retrieval, use of vocabulary does not represent intellectual ability

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It causes extreme difficulty memorizing

sequences... :

- the sequence of the alphabet,
- the letters in their last name,
- the days of the week and the months of the year

...and **random facts:** such as multiplication tables

Trouble **telling time** on an analog clock

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Math

- Number sense and place value
- Memorize (multiplication facts)
- Algebraic functions
- Word problems
- Directionality
- Multi-step

Show your work
Copy your answer
Dyscalculia (severe)

$$\begin{array}{r} \downarrow 54 \\ \hline -37 \\ \uparrow \end{array}$$

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Other weaknesses

- Handwriting
- Organization
- Time
 - telling time, planning time, managing time
- May also have attention issues
- 40% of dyslexics have comorbidity

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How do we identify a struggle?

- Reading
- Spelling
- Handwriting
- Executive Functioning



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Classic Warning Signs Difficulty Memorizing

- Spelling of their last name
- Address
- Phone Number
- The alphabet-sequence, names of the letters & sounds they make
- Days of the week
- Months of the year
- Multiplication Tables

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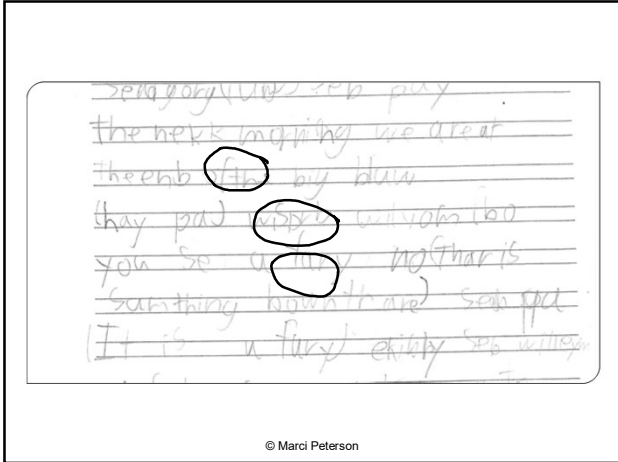
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Classic Warning signs Terrible Spelling

- Studies hours and hours for spelling tests
- Can't retain spelling words the following week or within written work.
- Spell the same word differently within written work.
- Spell check can't even help
- Avoids using complex words

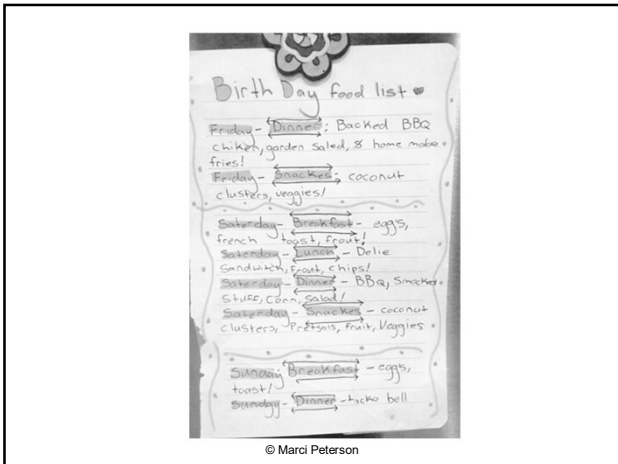
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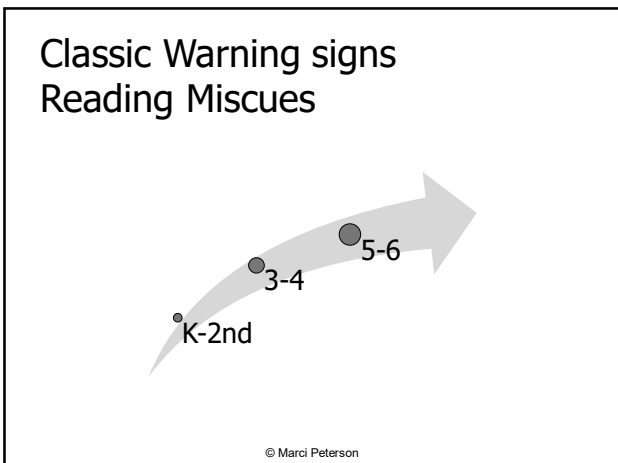
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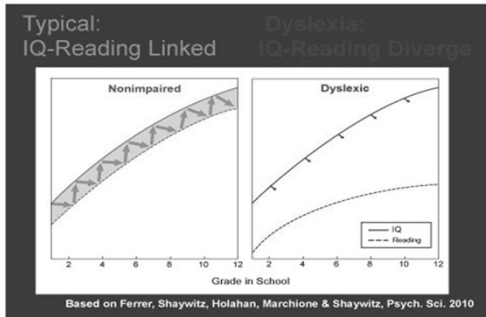
Typical Reading Mistakes

- Read by shape – horse-house
- Same letters, different sequence - lost-lots
- Left-right confusion, directionality - was-saw
- Leave off suffix
- Leave out function words-while reading stories
- Substitute synonyms

- Not random mistakes

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Other reasons behind a reading or spelling struggle

- Inaccurate reading or spelling due to attention, not being able to **sustain attention or executive functions**
- Accurate reading but trouble bringing a word to meaning due to **poor comprehension**
- **Low access to language, literature, or print.**
- **Dysgraphia** or **Sensory integration**, impacting spelling

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ENGLISH LANGUAGE LEARNERS

- Poor spellers
 - Misspells common words (e.g. *womin* for *women*; *wal* for *wall*; *nos* for *nose*; *I have too pets*), despite high oral vocabulary
 - Uses phonetic spelling of common words (e.g. *well come to the reel world*), despite high oral vocabulary
- Hates reading
- Slow robotic or inaccurate oral reading

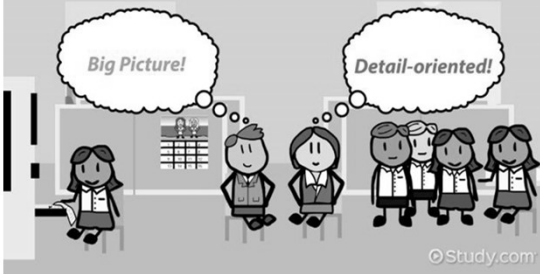
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ENGLISH LANGUAGE LEARNERS (cont.)

- At the intermediate level - can't get the gist of a very basic book
- At beginning level - fails to recognize common words, even after extensive review (e.g. emphasis on wrong syllable), treats the word as if he/she has never seen it before

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TWO DIFFERENT TYPES OF THINKING



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Brain systems for reading

Brain imaging has shown three areas are involved in reading. Broca's area is active when you vocalize words in your mind. The middle "temporal-parietal" area decodes the sounds of letters and words, and is much less active in people with dyslexia; the rear-most area contains the memories of whole words. The better someone reads, the more active it becomes.

Broca's area
Inferior frontal gyrus
**ARTICULATION/
WORD ANALYSIS**

Parieto-temporal
WORD ANALYSIS

Occipito-temporal
WORD FORM

Source:
Overcoming
Dyslexia:
A New and
Complete
Science-Based
Program for
Reading Problems
at Any Level by Sally Shaywitz
James Hinton/Post-Gazette

Disruption of Posterior Reading Systems

Non-impaired Dyslexic

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Instruction

What works?

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Phonemic Awareness...

Is the core and **CAUSAL** factor that separates normal readers from disabled readers. -G. Reid Lyon

More highly related to learning to read than intelligence, reading readiness, and listening comprehension. -Keith Stanovich

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- Essential Tasks of P.A.**
- Count or say each sound (h-a-t)
 - Add a sound (h-a-t-s)
 - Delete a sound (a-t-s)
 - Change a sound (i-t-s)
 - Compare 2 sounds (h-a-t and h-i-t)
 - Blend sounds into words (c-aaaa-t)
 - Create words that rhyme
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- More than phonics – word level**
- Sound-symbol relationships
 - Syllable patterns
 - Word structure - Latin bases and affixes
 - High-frequency words (identify and recall)
 - Mnemonics
 - Word relationship
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Syllable patterns

- cvc (closed)
- cv (open)
- cvvc (vowel team)
- cvcv (silent e)
- vr (vowel-r)
- -cle (stable final)
- Common division
 - vc/cv
 - v/cv
 - vr/cv

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The why?

- Why is **really** spelled with two l's?
- Why is **hatter** spelled with two t's?
- Why is **rabbit** spelled with two b's?
- Why is **staff** spelled with two f's?
- Why is **Congress** spelled with two s's?
- Why is **butt** spelled with two t's? Is it?

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Tricky words

- go + es = goes
- do + es = does
- sign + al = signal
- Because
 - "Big elephants can't always understand small elephants"

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Intervention

5-10% of the student population

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What Intervention Works?



Orton-Gillingham



Phonemic Sequencing



Language approach to teaching letter formation

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What is behind the OG approach

- Explicit teaching
- Highly structured
- Break reading and spelling down into smaller skills
- Consistent rules and patterns
- The “how” and “why” behind reading and spelling
- Teach reading and spelling at the same time

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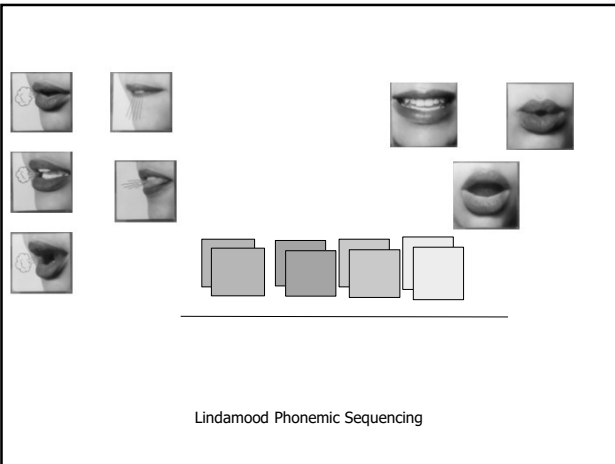
OG Curriculum -

- Barton Reading and Spelling
- Wilson Reading
- Reading Horizons at Home
- Pride Reading Program

Every readers starts at the beginning
Use with **fidelity**, commit to 2-3 years

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Lindamood Phonemic Sequencing

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A multisensory approach to letter formation

Print – Handwriting Without Tears

Cursive – Wilson Cursive



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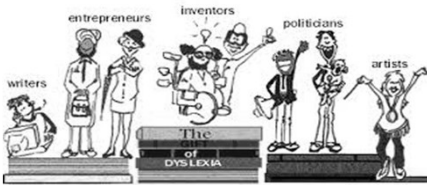
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How do we support dyslexic learners in the classroom?

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- People with dyslexia often have significant strengths in areas controlled by the right side of the brain, such as:
 - artistic, athletic, and mechanical gifts
 - 3-D visualization ability and musical talent
 - creative problem-solving skills
 - intuitive people skills



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Assess knowledge . . .

- Illustrations
- Interactive questioning
- Drama
- Art
- 3-D

. . . take the focus off the struggle.

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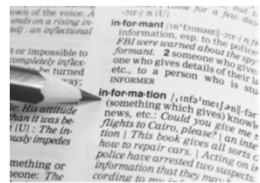
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Don't ever flunk a student who participates and tries

- Grade shortened assignments or tests as the number of correct answers divided by the number of problems answered
- If any student gets a poor grade on a test: allow the student to retake the test or allow the student to earn extra credit
- Offer many small quizzes

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Narrative Reasoning



Episodic: Personal Memory**

- Direct Experience
- Time and Place, Scene
- Specific, Context
- Cases, Examples

Rote: Impersonal Memory

- Abstract
- General, Generic
- No Context
- Like Dictionary

****Stronger for dyslexics** © Marci Peterson

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People with dyslexia find it
Extremely difficult to memorize
anything by rote.

--Drills do not work!

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Accommodations

MOU

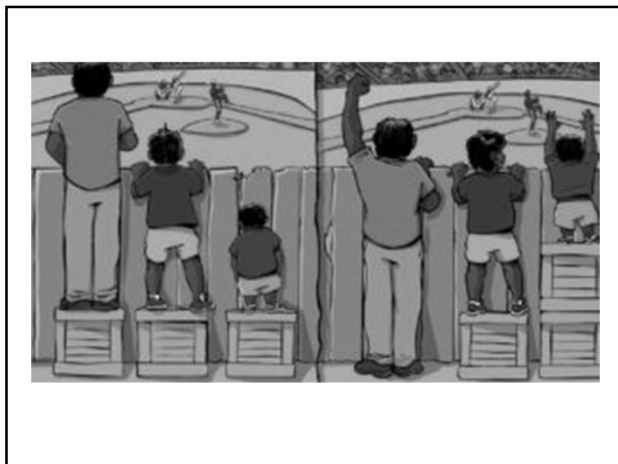
- Written down
- Pinpoint problem
- Shared responsibilities

Informal

- To allow student to access the learning objective
- Keeping the end goal insight
- Responsibility on teacher

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Accommodations

- **More time**
- Books on digital/audio
- **Do not force to read out loud**
- Note taking help
- **Grace on spelling and grammar**
- Allow type written or voice-to-text
- Assistance or aides to edit written work
- Aides for spelling and recalling multiplication facts
- Cloze passages or notes for memory work

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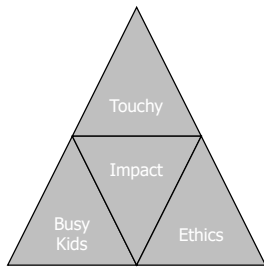
How can teachers help? If a student is receiving outside tutoring:

- Please do not provide extra reading instruction
- Excuse the student from reading or spelling homework and spelling tests
- Limit eye reading to decodable, controlled passages—to avoid the guessing game

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Talking with parents when help is needed



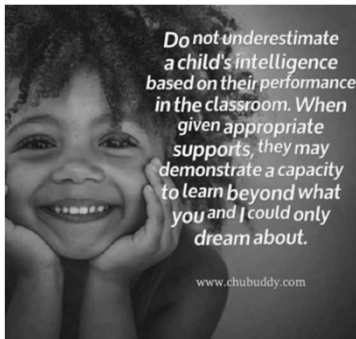
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Take aways

- 15-20% population have dyslexia
- Dyslexia is inherited
- It's life long
- Best caught before the end of 1st grade
- Poor oral reading and spelling
- High comprehension – Big Picture Thinkers
- Association works, drills do not

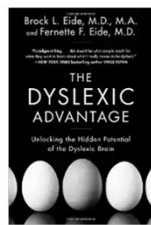
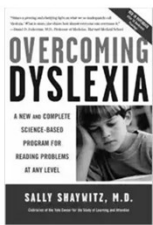
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Also available in audio

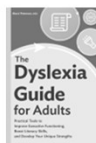
More resources are available on my website

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