



Meeting the Needs of Students with Dyslexia: Literacy, Language & SLPs

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Introductions

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Agenda

- Legislation
- Foundational Information
- Implications and Recommendations
 - Classroom
 - Therapy
- Questions

Legislation

LB1052: Require Instruction and teacher education related to Dyslexia

LB 1081: Reading Improvement Act

Main Components of LB 1052:

1. Requires evidence-based structured literacy instruction for any student exhibiting symptoms of Dyslexia
2. A medical diagnosis of Dyslexia is not required
3. New requirements for Teacher Education programs

Foundations

"In 1896, a doctor in Sussex, England, published the first description of the learning disorder that would come to be known as developmental dyslexia. "Percy F. . . age 14 . . . has always been a bright and intelligent boy," wrote W. Pringle Morgan in the *British Medical Journal*, "quick at games, and in no way inferior to others of his age. His great difficulty has been and is now his inability to learn to read."

In that brief introduction, Morgan captured the paradox that has intrigued and frustrated scientists for a century since: **the profound and persistent difficulties some very bright people face in learning to read.**"

- Sally Shaywitz, *Overcoming Dyslexia*, p.13- 24.

Retrieved from: <http://dyslexia.yale.edu/dyslexia/what-is-dyslexia/>

Definition

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition 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."

- International Dyslexia Association (IDA)

Dyslexia...

- Is a lifelong condition
- Is not a "special education" problem
- May affect multiple literacy skills
- Is not a function of "laziness"
- Is brain-based
 - Known from neuroimaging research
- Is responsive to treatment (i.e., intervention)

The Components of Classroom Intervention

1. Structured
2. Evidence-Based
3. Multisensory

Structured Literacy

- Systematic and explicit instruction in all skill areas
 - Hierarchical sequencing
 - Segmentation of complex skills
 - Mastery checks
 - Never an assumption of learning
 - Review
 - Multiple opportunities for practice
- Immediate and corrective feedback
- Intensive
 - Duration
 - Frequency

Structured Literacy (cont.)

- Content:
 - Phonemic awareness
 - Phoneme-Grapheme connections
 - Simple (i.e., single sound-letter) & Complex (i.e., digraphs, blends, trigraphs)
 - Orthographic patterns/practice
 - Supports spelling and reading
 - Morphology
 - Provide a strategy to connect orthography to semantics
 - Builds analogy skills
 - Syntax/Semantics

Evidence-Based Practice

- Instructional practices or interventions that have been shown by high-quality research to result in improved student outcomes
- The research design, quality of the research, and quantity of research are all critiqued, reviewed, and weighed in determining the evidence to support a practice
- NOT guaranteed to work
 - Need to have data to confirm progress
 - But they can give us the greatest chance of student improvement
 - This is especially critical for working with students that may be significantly behind

Multisensory

- Promotes and supports neural development by providing input via multiple sensory pathways
- Learning is very active
- Intense repetition of skill practice



The Role of SLPs

ASHA states that SLP responsibilities include:

"identification, prevention, and intervention of literacy difficulties either by directly targeting literacy skills or by collaborating closely with educators." (ASHA, 2001)

Roles include (but not limited to):

- Prevention by fostering **language acquisition** and **emergent literacy** skills
- **Identifying** children at risk for reading and writing problems
- **Assessing** reading and writing
- Providing **intervention** and **documenting** outcomes for reading and writing
- Identifying appropriate **accommodations**
- Correcting **misconceptions** of dyslexia
- **Advocating** for effective literacy practice
- Providing **assistance** to teachers

Best Practices for addressing Dyslexia by SLPs

Advocate

Assessment

Accommodations

Intervention

- SLP Expertise
- Collaboration
- Social-Emotional

Advocate

- National sample of over 600 school-based SLPs: only 50% believed that literacy should be in the **scope of practice** (Katz, Maag, Fallon, Blenkarn, & Smith, 2010)
- Over 50% of surveyed public thought LDs, including dyslexia, were the result of **laziness** and/or a poor **home environment** (Cortiella & Horowitz, 2014)
- Heredity Component: Consider how information is provided to / received by **caregivers**

Assessment

When?

Comprehensive Evaluation

- Intellectual and Academic Achievement Testing
 - Average IQ and Oral Language
- Language Assessment
 - OPUS
- Phonological Awareness
 - Comprehensive Test of Phonological Processing-2
 - Lindamood Auditory Conceptualization Test-3
 - Phonological Awareness Test-2
- Rapid Automatized Naming
 - CTOPP-2
 - Rapid Automatic Naming and Rapid Alternating Stimulus Tests (RAN/RAS)
- Decoding
 - Pseudowords & Sight Words
- Samples of Classwork

Accommodations

Work Samples: Samples of completed assignments can be displayed to help students realize expectations and plan accordingly.

Graphic Organizers: A graphic organizer involves organizing material into a visual format.

Technology: Speech-to-Text, Word Prediction & Spell Check (typing vs handwriting), Recording Devices

Extra Time

Dyslexia Intervention

Some of the evidence-based interventions recommended through research include:

- Wilson program
- Language!
- Lindamood Phoneme Sequencing
- Orton-Gillingham multi-sensory approach
- Great Leaps for Reading

Get in the classroom; collaborate with teachers!

IEP Goals

- Step of the hierarchy +
- Range of complexity +
- Conditions of skill performance +
- Accuracy level

Phonological Awareness Goals Examples:

- Jeanne will phonemically segment 3-phoneme words without manipulatives with 90% accuracy.
- Jeanne will syllabicate words ranging from one to four syllables using blocks as placeholders, with 90% accuracy.

(Tighe, 2018)

Phonology Hierarchy:

Rhyme generation -> Rhyme judgement, matching, and sorting -> Words into syllables -> Sentences into words

(Schuele and Murphy, 2014)

Language

Vulnerable to decreased, higher-level language skills over time due to reduced opportunities to learn from robust texts:

- Delayed mastery of morphology / irregulars
- Disorganization of discourse-level expressive language (e.g. narrative, explanatory)
- Word retrieval
- Vocabulary
- Grammar
- Reading comprehension

(Cain & Oakhill, 2011; Tighe, 2018)

Social-Emotional Learning

Research shows negative emotions associated with reading instruction, low self-esteem, and poor long-term reading outcomes:

- 35% dropout of high school
- 60-70% juvenile delinquents
- + 40% of self-made millionaires
- + 1/2 NASA rocket scientist

(Bragoner, 2015)

D-STRESS

- **Define:** analyze and understand
- **Speculate:** reflect and anticipate
- **Teach:** Strategies to max success and min frustration
- **Reduce:** create safe learning and social environments
- **Educate:** understanding dyslexia and the impact
- **Strategize:** plan to incorporate learning to daily life
- **Success:** replace language of self-doubt with success

(International Dyslexia Association)

Questions

Thank You
