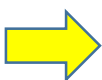


Academic Success Department Meeting and COP
September 14, 2018
12:00-1:30pm
Lee AA-177, Charlotte O-118, Collier G-109, Hendry/Glades A-114

Agenda

- I. Good News and Updates
Dr. Teed Update
- II. Spring Schedule Update
- III. Student Engagement Update
Sholondo Campbell
Catherine Gorman
- IV. Committee Updates
 - a. Continuing Contract Review Committee
 - b. Curriculum Committee
 - c. Professional Development Committee
 - d. Academic Standards Committee
 - e. Academic Technology Committee
 - f. One Book, One College Ad Hoc Committee
 - g. Co-Curricular Academic Programming
 - h. Academic Events Advisory Committee
 - i. Learning Assessment Committee
Gen Ed Assessment Requirement for SLS
- V. EAP Update
- VI. Reading Update
- VII. SLS Update
 - a. OER Book Discussion
 - b. Online Course Offerings
- VIII. Additional Items?
- VIX. Community Of Practice (COP)--NISOD Conference Dyslexia Presentation
by Professor Maguire



NOTE: Next Department Meeting, Oct 12, will be in **AA 168**, not AA 177.
Polycom rooms for other campuses remain the same.

Minutes

- I. Good News and Updates
 - a. New FSW Business Center opened in Bonita Springs
 - b. Dr. Teed stopped by to tell us about the parking changes
- II. Spring Schedule Update
 - a. Schedule is very close to being completed
- III. Student Engagement Update (Sholondo Campbell; Catherine Gorman)
 - a. A committee formed to look at ways to increase internal support for the athletic programs Some suggestions:
 - i. Faculty/Staff Appreciation nights
 - ii. Faculty/Staff All Star/Intramural Game
 - iii. Cornerstone Night
 - b. BUC Squad – New student section behind the Away Team’s bench
 - c. Community Theme Nights (EMS/Fire/Educators)
 - d. Honorary Coach
 - e. Games on other campuses (if applicable)
 - f. Student Athlete Ambassadors – promote their sport in their classes
- IV. Committee Updates
 - a. Portfolios are due Friday 9/28 for faculty up for Continuing Contract
 - b. Curriculum committee is waiting on the new software – Curriculog. Implementation is planned for spring
 - c. One Book, One College: Nominations are open. The submission must show how this book will support the CREATIVE learning outcomes. Don Ransford is the chair and Mary Ellen Shultz is the co-chair.
 - d. The Co-Curricular Academic programming committee has been meeting and the schedule is set for fall and spring. One suggestion would be to have a link in the events calendar that would open the event flyer.
 - e. Learning Assessment Committee: SLS1515 is included in the ENGAGE assessment. The GPS activity will be the assignment evaluated.
- V. EAP – Troy Tucker and Robert Olancin are pleased with the course materials.
- VI. Reading – Joe Van Gaalen will be conducting a survey for the reading sections.
- VII. SLS
 - a. OER: Overall, the book is an excellent resource. There are a few dead links, but the material has depth.
 - b. Faculty would like to expand the number of online course sections. There is a need for students who are working irregular schedules and/or are working full time. Opening more sections is student-centered and allows more people to meet this requirement in a timely manner.
- VIII. Additional Items
 - a. Please let Martin Tawill know if you are interested in becoming the Lee Campus PTK Advisor.

IX. Community of Practice: Professor Maguire shared her knowledge of Dyslexia with faculty.



**One Book-One College Ad Hoc Group
Meeting Minutes for September 7, 2018
Location: Lee U-202B**

Donald Ransford	Present	Myriam Mompont	Present
Whitney Rhyne	Present	Tim Bishop	Present
Mary Ellen Schultz	Present	Lauren Madak	Present
Di Xue	Present	Larry Miller	Absent
Jason Calabrese	Absent	Heather Olson	Absent
Rep from Health Sciences?	Absent	Rep from School of Bus?	Absent
Student Rep from SGA?	Absent		

Purpose-Select a book that every discipline could incorporate. Might be a recommended reading instead of required reading.

Tasks:

- Selection of a Chair for the Ad Hoc Group-
 - Don Ransford has agreed to Chair the Ad Hoc Group, his goal is to facilitate the process of book selection and the promotion of school wide implementation.
 - Mary Ellen Schultz has agreed to Co-chair the Ad Hoc Group.
- After discussing several ideas on how to select a book, the process decided upon was:

SEPTEMBER:

- Dr. Ransford will craft an email to all faculty / administration soliciting book suggestions with a link to a Qualtrics Survey designed to gather data about book suggestions.
- Faculty / administration will respond via a Qualtrics survey designed to capture book suggestions, but these will need to be supported by an indication of which FSW general education competencies the book could be used to promote, and a written rationale that explains how the book would support that competency, along with a brief summary of the book.
- The deadline for suggestions/Qualtrics survey responses will be September 28.

OCTOBER

- Soon thereafter or by Monday, October 1, the Qualtrics Data will be emailed to Ad Hoc Group Members so that they can look over the data before our meeting on October 5.

- On October 5, the Ad Hoc Group will decide on a process to narrow the book suggestions to a short list of no more than 6 book titles.

NOVEMBER

- Once the short list of 6 book titles has been determined, the list will be sent to all faculty (administration, or some administrators too?) for their review and their vote (Qualtrics again?). Votes must be cast by ...November 30?

DECEMBER

- Ad Hoc Group will review the results of the vote and announce the book selection in time for faculty to read it over Winter Break.

For next meeting on October 5:

- Consider innovative ideas to encourage incorporation of the book
- To support interest/participation college wide
 - Campus wide events
 - Bring the author in
 - Classroom activities
 - Community events
 - Critical thinking series

Dr. Stephen Brookfield Keynote Address and Workshop (Instructional)

Register [here](#)

Wednesday, October 3, 2018 at 9:00am - 12:00pm | Location: Edison: AA-177 (Lee)

Dr. Stephen Brookfield Keynote Address and Workshop Wednesday, October 3 - Thomas Edison Campus (AA-177)

**KEYNOTE ADDRESS: BECOMING A CRITICALLY REFLECTIVE TEACHER
9:30 am - 10:30 am**

Teaching skillfully requires a constant openness and flexibility to experimenting with whatever approaches help students learn. This means we need to build the critically reflective habit into our practice so that we can be as sure as is realistically possible that the actions we take will have the effects we anticipate. In this presentation Stephen Brookfield will draw on his own autobiographical experiences of teaching and learning to explore how critical reflection on teaching can help us connect better with students and communicate valuable content. He will examine how best to get inside students' heads and how to adjust our teaching to what we discover about student learning.

**WORKSHOP: GETTING STUDENTS TO PARTICIPATE IN CLASS
11:00 am - 12:00 pm**

There are many reasons students don't participate in discussions; lack of interest, lack of preparation, introversion, dislike of teachers and peers, suspicion of racial bias, feelings of isolation, performance anxiety about sounding smart and so on. In this interactive, participatory workshop we will try out some exercises that engage students, particularly non-participants, in contributing to class discussions.

Plan to attend and engage in discussions about how you may use this content to enhance what you do in the classroom over lunch.

From: TLC
Sent: Thursday, September 13, 2018 1:55 PM
Subject: Lunch, Prizes, Information, and TLC Certificates!

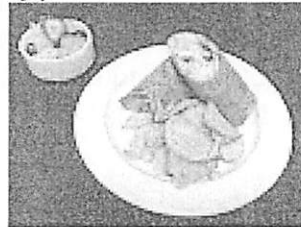


Stop by the Publishers' Forum

➔ before or after your October department meeting on October 12th!

- Would you like **FREE food** and the chance to **win prizes**?
- Would you like to review **course materials** in your discipline from a variety of publishing companies?
- Would you like to learn about **Open Educational Resources**?
- Would you like to **chat** with your colleagues over lunch?

*You should plan to attend the Publishers' Forum on October 12th
if you answered **YES!***



When: Friday, October 12th

Where: Thomas Edison (Lee) Campus, AA Building Room 177

Time: Drop in any time from 10:00 AM to 2:00 PM

➔ Please register so we have an accurate estimate for lunch.

Representatives from publishing companies along with FSW faculty and Follett bookstore staff will be available to discuss textbooks, course materials and instructional tools for faculty; to address how library staff may provide support in locating open education resources; and to explain FSW's course materials adoption policy.

There will be food, prize drawings of FSW products and gift certificates along with publisher giveaway items.

Participating Vendors

Cengage Learning
IncludeEd
MacMillan Education
McGraw Hill
Paradigm Education Solutions
Pearson
Wiley
And more!

Academic Success Department Meeting

9/15/2018

Full Name	Signature
Dr. Kathy Clark	
Dr. Duke DiPofi	Collier
Dr. Renee Hester	Renee Hester
Karen Maguire	Karen Maguire
Dr. Mary Myers	Mary R. Myers
Dr. Martin Tawil	M. Tawil
Robert Olancin	Collie
Heather Olson	H. Olson
Dr. Mary Schultz	Mary Schultz
Troy Tucker	Charlotte
Dr. Sonji Nicholas	Sonji Nicholas
Kerri Lampos-Keough	Kerri Lampos-Keough
Dr. April Ring	April Ring

Adjuncts and Guests

Full Name (Please Print)	Signature	Any updates to contact information on file?
1. COURTNEY LAWTE	<i>Courtney Lawte</i>	N/A
2. Cassie Steves	<i>Cassie Steves</i>	N/A
3. Cathenne Gorman	<i>Cathenne Gorman</i>	
4. Sholonda Campbell	<i>Sholonda Campbell</i>	
5. ROBBIE MANAUIS	<i>RM</i>	—
6. Amanda Steede	<i>A Steede</i>	—
7. Sonj Nicholas		
8. Ron Feemster	<i>Ronald C Feemster</i>	
9. Amy English	<i>Hendry</i>	
10. Tom Rath	<i>Charlotte</i>	
11. Cindy Klispie	<i>Charlotte.</i>	
12.		
13.		
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19.		

NISOD Presentation on Dyslexia
by Professor Karen Maguire

Academic Success Department Meeting

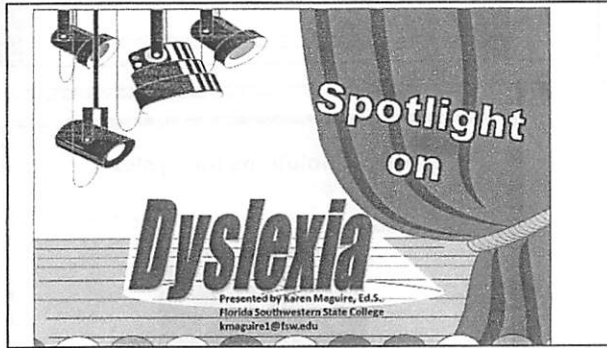
Community of Practice

9/15/2018

Full Name	Signature
Dr. Kathy Clark	/
Dr. Duke DiPofi	/
Dr. Renee Hester	/
Karen Maguire	
Dr. Mary Myers	Mary R Myers
Dr. Martin Tawil	M Tawil
Robert Olancin	/
Heather Olson	H Olson
Dr. Mary Schultz	Mary ALS
Troy Tucker	/
Dr. Sonji Nicholas	Sonji N
Kerri Lamos-Keough	Kerri Lamos
Dr. April Ring	April Ring

"We know more about dyslexia than we do about cancer. We know how to identify it correctly, and intervene at an early age. We can't say that about many other medical conditions."

Dr. Bennett Shaywitz
The Yale Center for Dyslexia and Creativity



The bottom line is that it does exist, no matter what name people give it (i.e. specific learning disability, etc). In fact, according to Tilly Shaywitz (2003) its prevalence is actually one in five children, which is twenty percent.

http://www.yale.edu/ycdc/ycdc/pressroom/pressroom.htm
http://www.yale.edu/ycdc/ycdc/pressroom/pressroom.htm
http://www.yale.edu/ycdc/ycdc/pressroom/pressroom.htm

Dyslexia--What Do You Know?

Before	True/False	After
1.	Dyslexia is a "catch all" term for any type of learning problem.	_____
2.	Dyslexia is rare.	_____
3.	Dyslexia affects boys more than girls.	_____
4.	Dyslexia affects not just reading, but writing and math as well.	_____
5.	Mirror writing is a symptom of dyslexia.	_____
6.	Children outgrow dyslexia.	_____
7.	Eye training and colored overlays are treatments for dyslexia.	_____
8.	Psychologists diagnose dyslexia.	_____
9.	If a child doesn't learn to read by age 9, it's too late.	_____
10.	Gifted children can also be dyslexic.	_____
11.	Dyslexia is caused by a lack of phonics instruction.	_____
12.	Teachers are taught how to work with children with dyslexia in their teacher education programs.	_____



Today's Agenda

- What is Dyslexia?
 - Brain Research
 - Diagnosis/Screening
- Experiencing Dyslexia
 - Simulation
- Remediation for Dyslexia
 - Orton-Gillingham based
 - Structured Literacy
 - Accommodations
- The Law
 - Federal
 - State
- Telling the Story

JUST THE FACTS...

DEFINITION OF DYSLLEXIA

Dyslexia is a specific learning disability that is neurological 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 the growth of vocabulary and background knowledge.

Adapted by the IDA Board of Directors, November 12, 2002

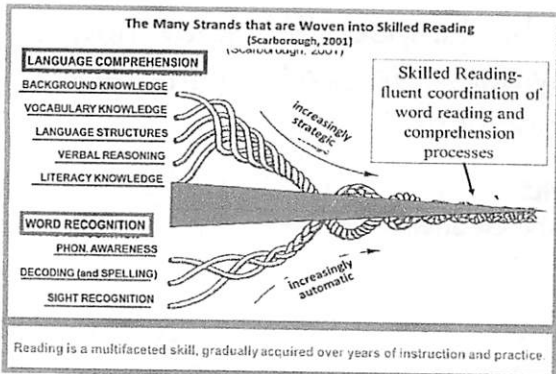
A medical condition treated with education measures.

What is Dyslexia?

Broca's area: inferior frontal gyrus (involvement in word production)
Wernicke's area: superior temporal gyrus (involvement in language comprehension)

<https://youtu.be/ra1GR2R8M>

Atypical distribution of neurons



THE YALE CENTER FOR DYSLLEXIA & CREATIVITY

Our Mission

The Yale Center for Dyslexia & Creativity is a center for research, teaching, and clinical services. We are committed to the study of the brain and the development of reading and writing skills. We are committed to the study of the brain and the development of reading and writing skills. We are committed to the study of the brain and the development of reading and writing skills.

Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level

By: Sally Shaywitz, M.D.

Description: One in five American children has trouble reading. But they are not stupid or lazy. In *Overcoming Dyslexia*, Dr. Sally Shaywitz, co-director of the Yale Center for the Study of Learning and Attention and a leader in the new research into how the brain works, offers the latest information about reading problems and proven, practical techniques that, along with hard work and the right help, can enable anyone to overcome them. Here are the tools that parents and teachers need to help the dyslexic child, age by age, grade by grade, step by step.

About the Author: Sally Shaywitz, MD, is Professor of Pediatrics at the Yale University School of Medicine and codirector of the Yale Center for the Study of Learning and Attention. A member of the National Reading Panel and the Institute of Medicine of the Academy of Sciences, and chosen as one of America's Top Doctors by *Castle Connolly*, she lectures regularly throughout the country.

Praise for *Overcoming Dyslexia*: *A New and Complete Science-Based Program for Reading Problems at Any Level*. "In this gem of a book, Dr. Sally Shaywitz uses her voice, her images, her brain—and yes, her heart—to shine a piercing and clarifying light on what we so inadequately call 'dyslexia.' What is more, she shows how almost everyone can overcome it." —Daniel D. Federman, M.D.

"Fascinating... Shaywitz has illuminated the inner workings of dyslexic minds." —*Time*

"An important book... For the first time, scientists are understanding how the brain works... in the act of reading. Front and center now is Sally Shaywitz"—*The Baltimore Sun*

Bright Solutions for Dyslexia

What is Dyslexia?

Dyslexia Symptoms & Solutions

By Susan Barton

Bright Solutions for Dyslexia

Knowledge and Practice Standards for Teachers of Reading

International Dyslexia Association, Professional Standards and Practices Committee 2010

Excerpts from the Executive Summary:

- Reading Difficulties, Including Dyslexia, Are Very Common**
Reading difficulties are the most common cause of academic failure and underachievement. Learning to read and write is not natural or easy for many—but most—students, especially those with dyslexia and related language problems. The National Assessment of Educational Progress consistently finds that about 36% of all fourth graders read at a level described as "below basic." Between 15 and 20% of young students are deemed to be at risk for reading and language processing weaknesses, unless those weaknesses are recognized early and treated skillfully. Another 20–30% are at risk for inadequate reading and writing development, depending on how—and how well—they are taught.
- Effective Instruction Is Key**
Although dyslexia and related reading and language problems may originate with neurobiological differences, they are mostly treated with skilled teaching. Informed and effective classroom instruction, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner.

The methods supported by research are those that are explicit, systematic, cumulative, and multisensory, in that they integrate listening, speaking, reading, and writing. The content of effective instruction emphasizes the structure of language, including the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), meaning relationships among words and their referents (semantics), and the organization of spoken and written discourse. The strategies emphasize planning, organization, attention to task, critical thinking, and self-management.

<http://www.interdya.org/ExecutiveSummaryUpload/EP3-1-1.pdf>

Becoming a Certified Literacy Teacher

the Center for Effective Reading Instruction

Reading 101: A Guide to Teaching Reading and Writing

The Certification Exam for Educators of Reading Instruction (CEERI)

www.livestrike.com

Description: The Livestrike online program is a tool that you use to write and everything that is spoken. You can use it to write and everything that is spoken. You can use it to write and everything that is spoken. You can use it to write and everything that is spoken.

www.livestrike.com

Jamie Martin

Assistive Technology for Dyslexia

About

Since you are visiting my website, chances are high that you know and care about someone who is dyslexic or you are dyslexic yourself. You probably also have some familiarity with assistive technology and are eager to work with someone who can help you find AT tools to make reading and writing easier. You've come to the right place!

I have been an educator for over 25 years, and to my dismay, of all time. I have worked with students identified with dyslexia. Having trained as an Occupational Therapist, I have a solid understanding of the language difficulties dyslexics can have, and I continue to draw on that knowledge when I am helping students and teachers in effective ways of assistive technology. I have the time, I have the skill, I have the ability of learning that were possible just a few years ago. Having developed a highly successful AT program at a special ed school for dyslexic students, I am now able to assist in bringing assistive technology to the general dyslexia world.

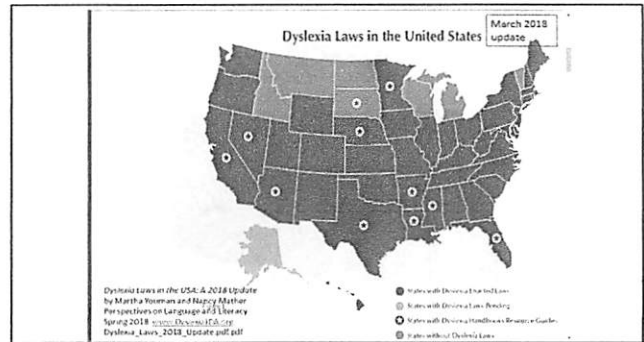
www.aldyslexia.com

"Dear Colleague" Letter, October 23, 2015
U.S. Department of Education

<https://www2.ed.gov/opa/2015/10/23/20151023DearColleagueLetter.pdf>

Extract:

"I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education and Rehabilitation Services (OSERS) has received communications from stakeholders, including parents, advocacy groups, and national disability organizations, who believe that State and local educational agencies (SEAs and LEAs) are reluctant to reference or use dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, or in developing the individualized education program (IEP) under the IDEA. The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents."



States with Dyslexia Laws—
The dyslexia laws in some states require public schools to screen children for dyslexia, for free, during kindergarten, first, or second grade. The dyslexia laws in other states require teacher training colleges to offer courses on dyslexia—and to require teachers in schools to get in-services on dyslexia.

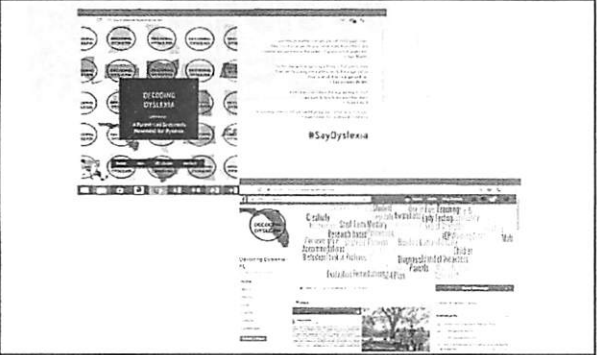
Florida became one of them July 1, 2017!

Provisions of Bill 7069

- ✓ Screening
- ✓ Proper Remediation
- ✓ Teacher Training

Florida Law—Bill 7069, effective July 1, 2017

"to identify scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities."




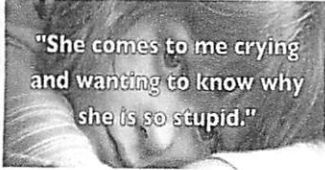
the examiner
The International Dyslexia Association Examiner:
Timely, Informative, Engaging, and Reliable;
A Must-Read Each Month!

<http://idwa.org>
<http://idwa.org/fact-sheets>

- Top 10 Best Colleges for Students with Learning Disabilities**
By www.collegeboard.com | March 8, 2018
- <https://www.collegeboard.com/collegeboard/learning-disabilities/top-10-best-colleges-for-students-with-learning-disabilities>
1. LANDMARK COLLEGE IN VT
 2. BEACON COLLEGE IN LEESBURG, FL
 3. UNIVERSITY OF ARIZONA, TUCSON
 4. CURRY COLLEGE IN MILTON, MA
 5. UNIVERSITY OF IOWA
 6. AMERICAN UNIVERSITY IN WASHINGTON, DC
 7. NORTHEASTERN UNIVERSITY IN BOSTON, MA
 8. LYNN UNIVERSITY IN BOCA RATON, FL
 9. UNIVERSITY OF CONNECTICUT
 10. Marist College in Poughkeepsie, New York
- *Updated on March 8, 2018 to include "10 Things to Know" and 5 Student Experiences by www.collegeboard.com

- 10 THINGS TO KNOW ABOUT WHAT STUDENTS WITH LEARNING DISABILITIES NEED IN COLLEGE**
Written by www.collegeboard.com
-
1. PROFESSORS NEED MORE TRAINING
 2. TUTORING CENTERS WORK WONDERS
 3. TESTING ACCOMMODATIONS DON'T GIVE STUDENTS A LEG UP
 4. STUDENTS WITH LEARNING DISABILITIES LEAD NORMAL LIVES
 5. STUDENTS STRUGGLE WITH ADJUSTING TO COLLEGE LIFE
 6. TIME MANAGEMENT HELPS BUT DOESN'T COME EASY
 7. BENEFITS COME FROM SHARING YOUR EXPERIENCE
 8. COURSES LACK CREATIVITY
 9. MEDICATION DOESN'T EQUAL STRAIGHT A'S
 10. STIGMATIZING LEARNING DISABILITIES HARMS STUDENTS
- <https://www.collegeboard.com/collegeboard/learning-disabilities/top-10-best-colleges-for-students-with-learning-disabilities>
*Updated on March 8, 2018 to include "10 Things to Know" and 5 Student Experiences by www.collegeboard.com






"She comes to me crying
and wanting to know why
she is so stupid."

<http://youtube.com/lowesUCL7e>

Every classroom teacher has the opportunity to positively change the life of a student with dyslexia by taking the time to understand what it is, providing accommodations for accessing information that student is capable of learning through alternate formats, and seeking appropriate remediation for the student.



Do you know that teacher?

Are YOU that teacher?


The "I teach. What's your superpower?" logo is a stylized lightbulb with a brain inside, surrounded by the text "I teach. What's your superpower?".

Program Directory | Dyslexia Certificate | Sp

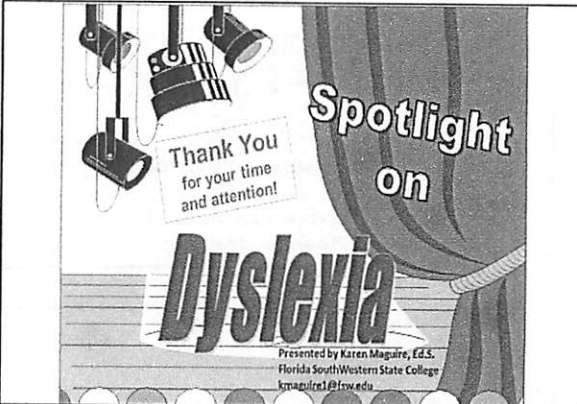
Secure | <https://education.ufl.edu/graduate/certificate/program/dyslexia/>

Dyslexia Graduate Certificate

Now accepting applications for Spring 2019 and Fall 2019!



The UF Graduate Certificate in Dyslexia helps current educators and practitioners develop the knowledge and skills to provide individualized reading interventions for students with dyslexia. To find out more about the program, please see the video below.



Spotlight on Dyslexia

Presented by Karen Maguire, Ed.S.
Florida SouthWestern State College
kmaguire1@fsw.edu

NISOD
 National Institute for Staff and Organizational Development



The screenshot shows the NISOD website with a navigation menu (Home, Services, Publications, Resources, Support & Operations, About Us) and a central section titled "Membership has its benefits!" with a circular diagram of benefits. A "Join NISOD Today" button is visible.

NOTES -



JUST THE FACTS...

Information provided by The International DYSLEXIA Association®

DYSLEXIA BASICS

What is dyslexia?

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodations, or extra support services.

What causes dyslexia?

The exact causes of dyslexia are still not completely clear, but anatomical and brain imagery studies show differences in the way the brain of a person with dyslexia develops and functions. Moreover, most people with dyslexia have been found to have problems with identifying the separate speech sounds within a word and/or learning how letters represent those sounds, a key factor in their reading difficulties. Dyslexia is not due to either lack of intelligence or desire to learn; with appropriate teaching methods, students with dyslexia can learn successfully.

How widespread is dyslexia?

About 13–14% of the school population nationwide has a handicapping condition that qualifies them for special education. Current studies indicate that one half of all the students who qualify for special education are classified as having a learning disability (LD) (6–7%). About 85% of those students have a primary

learning disability in reading and language processing. Nevertheless, many more people—perhaps as many as 15–20% of the population as a whole—have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Not all of these will qualify for special education, but they are likely to struggle with many aspects of academic learning and are likely to benefit from systematic, explicit, instruction in reading, writing, and language.

Dyslexia occurs in people of all backgrounds and intellectual levels. People with dyslexia can be very bright. They are often capable or even gifted in areas such as art, computer science, design, drama, electronics, math, mechanics, music, physics, sales, and sports.

In addition, dyslexia runs in families; parents with dyslexia are very likely to have children with dyslexia. For some people, their dyslexia is identified early in their lives, but for others, their dyslexia goes unidentified until they get older.

What are the effects of dyslexia?

The impact that dyslexia has is different for each person and depends on the severity of the condition and the effectiveness of instruction or remediation. The core difficulty is with word recognition and reading fluency, spelling, and writing. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

People with dyslexia can also have problems with spoken language, even after they have been exposed to good language models in their homes

Dyslexia Basics – Page 2

and good language instruction in school. They may find it difficult to express themselves clearly, or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people. The effects of dyslexia reach well beyond the classroom.

Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling "dumb" and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing in school.

How is dyslexia diagnosed?

Before referring a student for a comprehensive evaluation, a school or district may choose to track a student's progress with a brief screening test and identify whether the student is progressing at a "benchmark" level that predicts success in reading. If a student is below that benchmark (which is equivalent to about the 40th percentile nationally), the school may immediately deliver intensive and individualized supplemental reading instruction before determining whether the student needs a comprehensive evaluation that would lead to a designation of special education eligibility. Some students simply need more structured and systematic instruction to get back on track; they do not have learning disabilities. For those students and even for those with dyslexia, putting the emphasis on preventive or early intervention makes sense. There is no benefit to the child if special instruction is delayed for months while waiting for an involved testing process to occur. These practices of teaching first, and then determining who needs diagnostic testing based on response to instruction, are encouraged by federal policies known as Response to Intervention (RTI). Parents should know, however, that at any point they have the right to request a comprehensive evaluation under the

IDEA law, whether or not the student is receiving instruction under an RTI model.

A comprehensive evaluation typically includes intellectual and academic achievement testing, as well as an assessment of the critical underlying language skills that are closely linked to dyslexia. These include receptive (listening) and expressive language skills, phonological skills including phonemic awareness, and also a student's ability to rapidly name letters and numbers. A student's ability to read lists of words in isolation, as well as words in context, should also be assessed. If a profile emerges that is characteristic of readers with dyslexia, an individualized intervention plan should be developed, which should include appropriate accommodations, such as extended time. The testing can be conducted by trained school or outside specialists. (See the Dyslexia Assessment Fact Sheet for more information.)

What are the signs of dyslexia?

The problems displayed by individuals with dyslexia involve difficulties in acquiring and using written language. It is a myth that individuals with dyslexia "read backwards," although spelling can look quite jumbled at times because students have trouble remembering letter symbols for sounds and forming memories for words. Other problems experienced by people with dyslexia include the following:

- Learning to speak
- Learning letters and their sounds
- Organizing written and spoken language
- Memorizing number facts
- Reading quickly enough to comprehend
- Persisting with and comprehending longer reading assignments
- Spelling
- Learning a foreign language
- Correctly doing math operations

Not all students who have difficulties with these skills have dyslexia. Formal testing of reading,

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language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia.

How is dyslexia treated?

Dyslexia is a lifelong condition. With proper help, many people with dyslexia can learn to read and write well. Early identification and treatment is the key to helping individuals with dyslexia achieve in school and in life. Most people with dyslexia need help from a teacher, tutor, or therapist specially trained in using a multisensory, structured language approach. It is important for these individuals to be taught by a systematic and explicit method that involves several senses (hearing, seeing, touching) at the same time. Many individuals with dyslexia need one-on-one help so that they can move forward at their own pace. In addition, students with dyslexia often need a great deal of structured practice and immediate, corrective feedback to develop automatic word recognition skills. For students with dyslexia, it is helpful if their outside academic therapists work closely with classroom teachers.

Schools can implement academic accommodations and modifications to help students with dyslexia succeed. For example, a student with dyslexia can be given extra time to complete tasks, help with taking notes, and work assignments that are modified appropriately. Teachers can give recorded tests or allow students with dyslexia to use alternative means of assessment. Students can benefit from listening to audiobooks and using text reading and word processing computer programs.

Students may also need help with emotional issues that sometimes arise as a consequence of difficulties in school. Mental health specialists can help students cope with their struggles.

What are the rights of a person with dyslexia?

The Individuals with Disabilities Education Act 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) define the rights of students with dyslexia and other specific learning disabilities. These individuals are legally entitled to special services to help them overcome and accommodate their learning problems. Such services include education programs designed to meet the needs of these students. The Acts also protect people with dyslexia against unfair and illegal discrimination.

Suggested Readings

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.

Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.

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Multisensory Activities

Component/ Element	Activity	Sense Used
Phonics/ Sound-Syllable Association	Sand or Shaving Cream Writing- Put a handful of sand or shaving cream on a cookie tray or table. Students will use their fingers to write the letters or a word. As they write, they say the sound each letter makes. They can then blend the sounds together as they read the word aloud.	Touch, sight, sound
Phonics/ Sound-Syllable Association	Playdough- Students can use playdough to make letters, sight words, CVC, etc. For younger students, the words can already be outlined. This activity can be modified by having students "squish" sounds together, separate them, or take away as they say the sound aloud.	Touch, sight, sound
Phonics/ Sound-Syllable Association	Sandpaper Letters- Students will trace letters using a cutout onto sandpaper. The sandpaper will help students retain a tactile memory of the letters and sounds. While the students are tracing, they will also say the sound aloud.	Touch, sight, sound
Phonics/ Sound-Syllable Association	Color-Coded Word Building Tiles- Use this activity to boost phonics and spelling skills. Say the sound aloud and have the student find the matching tile. To differentiate, students could find the tile that matches the first sound in the word. Magnetic letters may also be used.	Sound, touch, sight
Phonics/ Sound-Syllable Association	Read it, Write it, Build it- This worksheet incorporates sight touch and sound. Students read the assigned word/ letter, make it, and then write it. This activity can be used and differentiated in a number of ways	Sound, touch, sight
Phonics/ Sound-Syllable Association	Air Writing or Skywriting- This activity reinforces the sound each letter makes through "muscle memory". This is great for reinforcing letters that are commonly confused, such as <i>b</i> and <i>d</i> . Students use two fingers to write the letter in the air and say the sound as they write it.	Sound, touch, sight
Phonics/ Sound-Syllable Association	Letter sorts- Have the students sort letters by categories, such as tails vs. no tails, circles or no circles, dots vs. no dots.	Sound, touch, sight
Phonics/ Sound-Syllable Association	Illustrated Letters- Have students illustrate difficult or confusing letters by having the letter become a picture. For example, an <i>s</i> could be a snake, a <i>b</i> a bee and a <i>d</i> a doughnut.	Sound, touch, sight
Phonics/ Sound-Syllable Association	Alphabet Cheese- Use alphabet cheese to spell words in place of letters. If they read correctly they can eat the word.	Taste, sight, sound, touch
Phonics/ Sound-Syllable Association	Matching letters with smells- Find smells that start with particular letters in the alphabet <ul style="list-style-type: none"> • C for cookies baking 	Smell, sight, sound
Phonics/ Sound-Syllable Association	Matching letters with taste- Find foods that start with the letters of the alphabet you are working with. <ul style="list-style-type: none"> • Ex.: P is for pineapple, pumpkins, pizza, or pancakes 	Taste, sight, sound
Phonemic Awareness/ Phonology	Tapping Out Sounds- Tapping helps students to feel and hear how sounds can be segmented or blended. Students can tap out sounds with their fingers and thumb	Touch, sound, sight

Phonemic Awareness/ Phonology	Race Car Blending- This activity uses toy cars to drive across letters written spaced out across a racetrack. Students sound out the letters as they drive across it. When students drive slowly, they are sounding out the letters slowly and segmenting them. When they drive fast, they are saying the words clearly, loudly, and quickly. You can create your own online using various templates. This could allow you to differentiate based on your students' needs.	Touch, sound, sight
Comprehension/ Semantics	Story Sticks- For students who struggle with reading comprehension, this activity could help with visualizing elements of a story. Teachers may use a different color stick to represent each element. Students may be asked to highlight the elements in the story using the assigned colors. Additionally, stop periodically and have a student pull a stick to use as a prompt.	Touch, sound, sight
Comprehension/ Semantics	Color by Sight Words- Students color in the picture using the colors assigned by sight word, similar to a color by number. This activity helps reinforce the sight word with the colors visually. While coloring, students could be reading aloud the words or sounds.	Touch, sight, sound
Comprehension/ Semantics	Shared Reading Students join in or share the reading of a book with a teacher, they may follow along as the teacher reads aloud or they listen to an audio book. Students can interact by underlining or circling long and short vowels, key vocab words, etc.	Touch, sight, sound

Resources:

****8 Multisensory Techniques:** <https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>

****Multisensory activities by learning types:**

[https://mnliteracy.org/sites/default/files/multisensory techniques to teach reading skills.pdf](https://mnliteracy.org/sites/default/files/multisensory%20techniques%20to%20teach%20reading%20skills.pdf)

CPALMS: <http://www.cpalms.org/Public/>

FDOE:<http://www.fldoe.org/core/fileparse.php/7567/urlt/0070069-accomm-educator.pdf>

Inter. Dyslexia Assoc. (IDA) <https://dyslexiaida.org/>

IRIS Center at Vanderbilt

<https://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=differentiated-instruction>

Just Read, Florida! Assessments: <http://www.cpalms.org/Public/ResourceCollection/Preview/432>

National Center on LD: www.understood.org

National Center on Intensive Interventions-Tools Chart

<http://www.intensiveintervention.org/chart/progress-monitoring>

What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy>