

Manhasset PASE Presentation

Kim, F/OGA

1

Dyslexia: What it is and what it isn't.

Kim, F/OGA

2

Kim Nau

- B.A. - Elementary Education & Spanish
- M.S. - TESOL
- Graduate of Hofstra University in New York
- Taught for NYC Department of Education
- OG journey began in 2016 - over 4,000 hours of OG instruction
- **Orton-Gillingham Academy (OGA) Fellow**
- Center for Effective Reading Instruction (CERI) **Structured Literacy Dyslexia Specialist**
- **Board Member** of the Long Island branch of the **International Dyslexia Association (IDA)**



International
DYSLEXIA
Association™

3

Today's Agenda

- What is dyslexia?
- Signs and Symptoms/Red Flags
- Dyslexia and the Reading Brain
- Comorbidities
- Science of Reading
- The Orton-Gillingham Approach

4

M&M Demo - Dyslexia & Intelligence

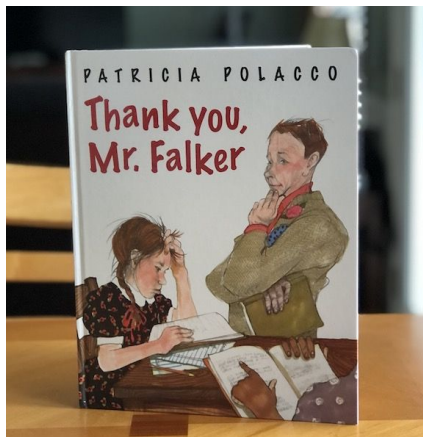


5

M & M's & the Brain



6



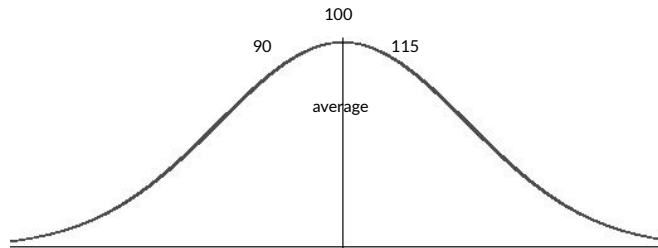
7

What is dyslexia?

Dyslexia is a struggle to see the patterns in words and hear the patterns in words.

8

Unexpected



9



10

Mini Dyslexia Simulation

Accorxed xo the CDC, all chilxren neex ax leasx 60 qinuxes of aeropic acxivixy every xay. Juqbed, rixed pikes, swiqqed, runned, prisk walked, and cliqbed on blayzrounx equibqenx are soqe of the ways exercise can pe incluxex in a chilx's xay. ADHD xibs for acxive chilxren incluxe zexxed enough exercise; however, chilxren with ADHD or similar symbxoqs qay neex qore then the 60 qinuxe qiniquq.

11

Copy This Down

Quote from Fish in a Tree:

"And looking around the room, I remember thinking that my reading differences were like dragging a concrete block around every day, and how I felt sorry for myself. Now I realize that everyone has their own blocks to drag around. And they all feel heavy."

12

True or False?

1. You can grow out of dyslexia.
2. You need to wait until age 8 to test for dyslexia.
3. Vision therapy will help a child with dyslexia.
4. All students with dyslexia reverse letters or words.
5. People with dyslexia will never read well.
6. Dyslexia is not related to intelligence.
7. Dyslexia is common.
8. Having a child read aloud will improve their academic struggles.
9. More boys have dyslexia than girls.
10. The school psychologist can diagnose dyslexia.



13

How is a child diagnosed?

In New York, a well-trained school psychologist and Committee on Special Education (CSE) team should be able to **identify** dyslexia and generate recommendations and supports.

A neuropsychologist, or a testing psychologist, can **diagnose** dyslexia.

14

Characteristics of a Dyslexia Learner

Have you ever had a student in your class with dyslexia?

What are some warning signs?

What are their strengths?

Resource: [Dyslexia Explained](#)



15

Red Flags – Oral Language

- Late learning to talk
- Difficulty pronouncing words
- Difficulty with directions; confusion with before/after, right/left, up/down, etc.
- Difficulty learning the alphabet, nursery rhymes or songs
- Difficulty understanding concepts and relationships
- Struggle with word retrieval or naming problems
- Difficulty acquiring vocabulary or using age appropriate grammar

NETFLIX



16

Red Flags - Written Language

- Difficulty putting ideas on paper
- Many spelling mistakes
- Struggles with proofreading
- Letter reversals: b, d, p, q
- Poor pencil grip
- Cursive can help!



17

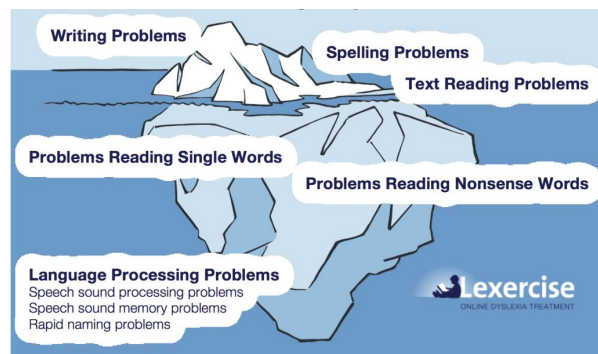
Red Flags - Reading

- Poor phonological awareness and processing
- Difficulty generating rhyming words or counting syllables
- Difficulty with hearing and manipulating sounds in words
- Difficulty distinguishing between different sounds in words
- Difficulty learning the sounds of letters



18

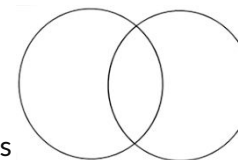
Iceberg



19

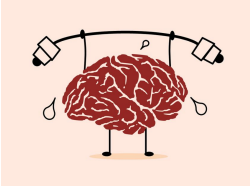
Language-based Co-morbidities

- Dysgraphia
- Dyscalculia
- Auditory processing
- Autism spectrum disorder
- Speech and language disorders
- Attention disorders
- Anxiety
- Executive functioning issues



20

Working Memory



According to the IDA, working memory is what is needed when we need to go beyond straight memorization and **do something** with the information.

21

What happens when we read?



At this very moment, your brain is accomplishing an amazing feat--reading. Your eyes scan the page in short spasmodic movements. Four or five times per second, your gaze stops just long enough to recognize one or two words. You are, of course, unaware of this jerky intake of information. Only the sounds and meanings of the words reach your conscious mind.

Excerpt from Reading in the Brain by Stanislas Dehaene

22

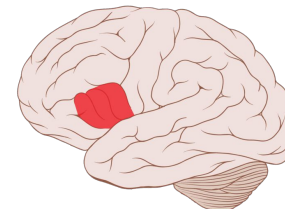
What is reading?

- Recognize letters and words - teach letter names
- Parts→ whole (letters→ words)
- The brain reads individual letters: d→o→g = dog
- Interpretation=meaning
- Hear what you see and see what you hear.
 - After they see "b", they need to hear /b/.

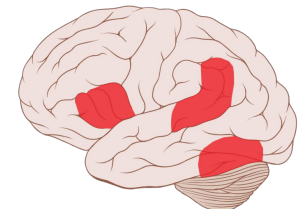


23

Let's Compare



Dyslexic Readers



Typical Readers

Image from LiteracyHow.org

24

One Way to Read Proficiently

“Teaching is what we do—learning is what their brains do.

We TEACH reading in different ways;
they LEARN to read proficiently in only one way.”

-Dr. David Kilpatrick

25

Reading Highway



26

Why can some kids read naturally?



Natural Readers vs. Dyslexic Readers

Natural readers can see the patterns in words and generalize them.
Dyslexic readers, cannot.



Remember: Children with dyslexia struggle to hear the patterns in words and see the patterns in words.

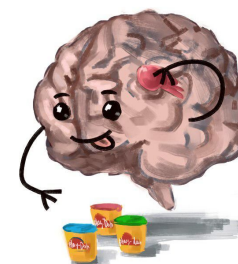
27

Neuroplasticity

We can teach the brain to do things, so we know that it's “plastic”.

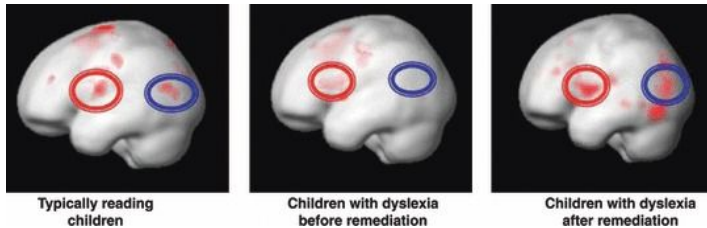
This helps to continue to construct the reading highway.

When students are learning with a structured, multisensory approach, their brains are under construction.



28

This is your brain on OG!

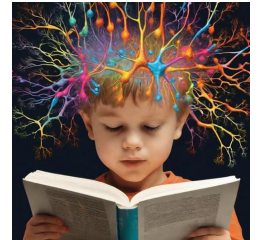


29

Wiring

The human brain is not wired to read.

According to Yale Scientific Magazine, it is only through **repeated practice** that the brain develops neural circuitry that connects the visual perception of letters to the sounds and meanings of words.



30

SoR

The Science of Reading (SoR) is the body of research from a variety of fields that explains how children learn to read and the type of instruction needed to promote reading achievement.



31

Matthew Effect

The rich get richer and the poor get poorer.

Good readers get better and poor readers get farther behind.



Third Grade Wall

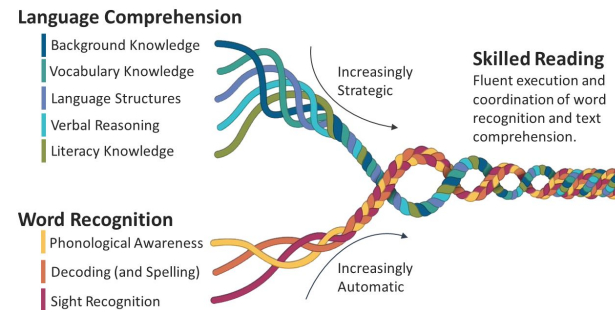
“The misconception is that if we wait, they will read.”

-Dr. Kelli Sandman-Hurley



33

Scarborough's Reading Rope



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

34

What do dyslexic learners need?

- “Dyslexic readers need to learn *how* to apply the same strategies used by accomplished readers, but each strategy must be taught **one at a time**.”
- After the introduction of a strategy, students must practice applying each strategy...The difference in teaching students with dyslexia and other readers without dyslexia is **not *what is taught but how it is taught***.
- Students with dyslexia require very **explicit instruction** and need more practice than do readers without dyslexia”.

-Margaret Taylor Smith

35

What is Orton-Gillingham (OG)?

According to the Orton-Gillingham Academy (OGA):

“The Orton-Gillingham approach is a **direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive** way to teach literacy.”



36

Who were the OGs?



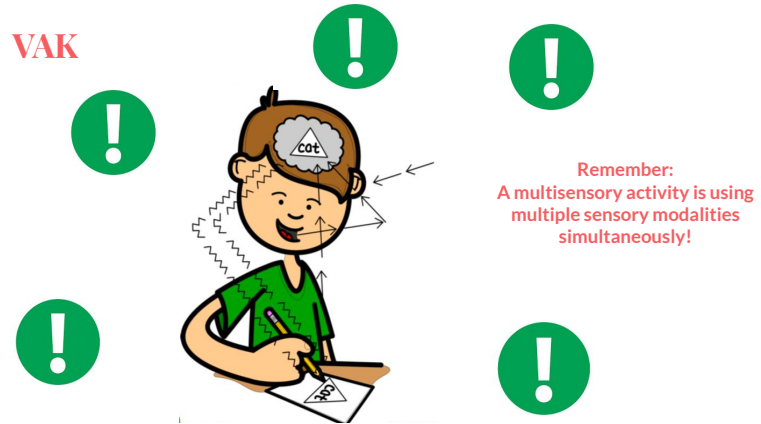
Samuel Orton



Anna Gillingham

37

VAK



38

Dr. Orton said,
"With a stick in sand, you
can teach a child to read."

Approach vs. Program

Orton-Gillingham is an *approach*, not a program.

approach = way of dealing with something

program = a set of related measures or activities with a particular long term aim

What's the BIG difference?

A curriculum-based program comes in a box.



40

Bottom Line

A multi-sensory, explicit , structured,
phonics-based approach will benefit a
student with dyslexia.

OG instruction benefits almost ALL students regardless of whether some have learning differences and some do not.

41



OGA Membership Levels

1. **Classroom Educator Level:** 30 hours of coursework + 50 practicum hours = Skilled to apply OG principles into a classroom setting
2. **Associate Level:** 70 hours of coursework + 100 practicum hours = Skilled to work with beginner students in a 1:1 while under the mentorship of an OG Fellow
3. **Certified Level:** 160 hours of coursework + 200 practicum hours = Skilled to work independently with students who have more complex learning profiles
4. **Fellow Level:** minimum of 250 hours of coursework + 600 practicum hours over at least 6 years = Skilled to *train* and *mentor* teachers in the OG approach

42

[illegible]

Orton-Gillingham Academy Training
Virtual Classroom Educator Level
35-Hour Course
Thursdays & Fridays
October 17-18 & 24-25 2024
w/ OGA Fellow, Kim Nau

Register today:
www.KimtheOGteacher.com/register


43

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

OVERCOMING DYSLEXIA

SECOND EDITION

A major update and revision of the essential program for reading problems at any level, incorporating the latest breakthroughs in science, education methods, technology, and legal accommodations



Completely Revised and Updated

Sally Shaywitz, M.D.
Coauthor of the *Yale Center for Reading & Cognition*
and Jonathan Shaywitz, M.D.

44

Every child
deserves access
to literacy.



45

Visit Me

Visit me to learn more about training or tutoring.

www.KimtheOGteacher.com

www.Facebook.com/KimtheOGteacher



46

ANY QUESTIONS?

