Connect Emotionally to Excel Academically

Overview
• What is Dyslexia
• How Does the Brain Process
• How Can Parents Support Their Kids
What is Dyslexia

History

1863 - Broca discovers location of Lang. Function
1877 - Kussmaul - Describes Word Blindness
1887 - Berlin - Coined the word dyslexia
1896 - Pringle - Wrote first Journal about congenital word blindness
1904 - Hillis - Encouraged schools to screen for dyslexia
1920 - Fernaldo - Develops VAKT instruction
1925 - Orton - Neuropsychiatrist adopts VAKT to remediate
1950 - Geschwind - Dyslexia resulted from damage as a fetus
1960 - Gillingham - Partnered with Orton to create sequential VAKT reading
1963 - Aylette Cox - Wrote Alphabetic Phonics in Dallas Texas
1963 - Dr. Kirk - gave the field the name “Learning Disabilities”
1982 - Sally Shaywitz accepts NIH study at Yale-university and works with FMRI imaging to detect and revolutionize the study of dyslexia

Dyslexia is a Processing Disorder that affects reading and spelling
33% Learn Independently 33% Learn Mainstream 33% Require Explicit Instruction
ANATOMY

Remediation
Letter Sound Correlation
Syllable Division
Word Coding
Spelling Rules
Greek and Latin Roots
Irregular Words for Spelling

Dyslexia Students
Compensate for their
Language deficit by utilizing
More of the Frontal Lobe
and Right Hemisphere
to associate their senses into
Meaning.

Color
Pictures
Emotion
Four Recognizable Responses:

Acceptance of failure (Lazy)

Anger (Disrespectful)

Avoidance (Reclusive)

Act out (Class Clown)

Three Areas of Support

• Identification

• Remediation

• Accommodation
How the Brain Processes

- The brain seeks NOVELTY
- The brain identifies Patterns
- The brain Protects itself
- Automaticity-Rate

It's All Chemical!!
Executive Function

• The executive functions are a set of processes that all have to do with managing oneself and one’s resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control http://www.ldonline.org/article/29122/and self-regulation.

Metacognition

• **Metacognition**: Awareness and understanding of one’s own thought process

• **Self-Actualization**: the realization or fulfillment of one’s talents and potentialities, especially considered as a drive or need present in everyone.

• **Self-Esteem**: confidence in one’s own worth or abilities; self-respect.

Independence and Confidence
Power of a Positive Attitude!

Positive attitude releases engaging chemicals
Engages Students
Builds more pathways
Helps with retention and assimilation
Strengthen subconsciously thoughts
Drives motivation

Attitude Controls the Brain
Not The Brain Controls Attitude!

Mentor Program

Mentor Opportunities
In Class
On Campus
District Feeder Pattern
Community

Offers:
Social Skills
Leadership
Compassion
Reflection
Connection
How Can Parents Support Their Kids

Be an Informed Advocate
• Create a Binder
  – Test Results
  – 504 Accommodations
  – Document Strategies
  – Go to trainings (Region 10)
  – Meet and communicate with teachers
  – Join a parent organization
  – Become involved with the solution
  – Involve your child with solutions
https://www.region10.org/programs/dyslexia-regional/parent-information/

Technology:

- Learning Ally
- Kindle
- Apps
- Audio Books
- Computer Will Read
- Dragon
- I-Pads
- Computer Phonics Games
- Franklin Speller
Digital Learning

- Be sure to ask your digital learning specialists and/or librarians about a listening subscription.
- Begin to partner with your librarians about Learning Ally and Bookshare to promote audio books.
- Custom Audio Book Stickers are now available to order through Region 10’s website.

https://is.gd/r10dyslexia

Audio Books

Audio Poster Series

Have you heard a good book lately?

Have you heard a good book lately?

Have you heard a good book lately?
Speech to TEXT!!
Meaningful connection to PRINT
Practical Strategy
Increase Production
Builds Confidence
Internalize Value

Confidence Builders with Part to Whole
Develop vocabulary through skills that are natural:
Recognize pattern
Predict where it will go
Become more automatic with practice
Find a strategy-discuss individual strategies-try a new strategy

Color (Visual)
- Color Coded Content
- Colored Pencils
- Covered Overlays
- Highlighters
- Sticky Notes
Have Student identify:

- Sight Words
- Proper Names
- Nouns/Familiar Words
- Circle difficult words, decode them
- Verbs

**Pictures (Visual/Kinesthetic)**

- Visualize in Mind
- Internet (YouTube a private teacher)
- Movies (Analogies)
- Drawings
- Using Movement
- Posters
- INCREASE FONT SIZE!

> Draw a line to divide a page

Memorize one and remember two!!!
Frontal Lobe Spelling

Repetition is effective in teaching spelling, but is often not reliable for long term memory and requires more time to acquire.

Utilizing pictures, reasoning and clues are often more relatable and easily stored and accessed for a student with dyslexia.

Wednes Day
Emotion (Auditory/Kinesthetic)

- Senses: hearing, seeing, tasting, smelling, touching
- Stories
- Events
- Read along with a demonstration
- Using Movement

Silly Sticks

Guidelines to set up a Positive Homework Environment

- Define your daily Homework Routine
- Provide a snack
- Provide CHOICES
- Set technology boundaries
- Create a Homework station with strategy tools (Color, Picture, Emotion, Technology)
- Setting up a Game Night
- Be consistent in expectations and routine

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Resources

- Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level By: Sally Shaywitz M.D.
- How The Brain Learns By: David A. Sousa
- Late, Lost, and Unprepared By: Joyce Cooper-Kahn, Ph.D. & Laurie Dietzel, Ph.D.
- A Whole New Mind By: Daniel H. Pink
- http://dyslexia.yale.edu/Dyslexia_articleintro.htm
- http://www.tea.state.tx.us/index2.aspx?id=6639
- http://decodingdyslexia.org