



MADISON
SCHOOL DISTRICT

Madison School District Dyslexia Guidebook For Parents

In accordance with Arizona Department of Education
Arizona Revised Statutes (A.R.S.) 15-249.10



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Table of Contents

Introduction

Section 1: Dyslexia Definitions, Prevalence, and Characteristics

Section 2: What Can Parents Do?

Section 3: Technology

Section 4: Frequently Asked Questions

Section 5: Resources

Section 6: References

Introduction

Madison School District is focused on the importance of teaching all our children to read. We believe in extraordinary learning for all students through systematic and explicit instruction with integrated levels of support. Madison School District is committed to partnering with you, as parents, to support your child's learning. The goal of this guidebook is educate and increase community awareness of Dyslexia.

“Dyslexic kids are creative, ‘outside-the-box’ thinkers. They have to be, because they don’t see or solve problems the same way other kids do. In school, unfortunately, they are sometimes written off as lazy, unmotivated, rude or even stupid. They aren’t. Making Percy dyslexic was my way of honoring the potential of all the kids I’ve known who have those conditions. It’s not a bad thing to be different. Sometimes, it’s the mark of being very, very talented.”

—*Rick Riordan- Author of Percy Jackson*

Section 1: Dyslexia: Definition, Prevalence, Characteristics

Definition

According to the Arizona Revised Statutes (A.R.S.) §15-249.03(K), “Dyslexia” means a specific learning disorder 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 growth of vocabulary and background knowledge.

Individuals with Disabilities Education Act (IDEA) Regulations: §300.8 (c)(10). Specific learning disability. (i) General. Specific learning disability means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

How Prevalent is Dyslexia?

Dyslexia occurs in people of all backgrounds and intellectual levels. People who are very bright can also have dyslexia. They are often capable or even gifted in areas that do not require strong reading skills, 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 who have dyslexia. Some people are identified with dyslexia early in their lives, but for others, their dyslexia goes unidentified until they get older. Some experts believe 5 to 10 percent of children have dyslexia, while others say the number is closer to 20 percent.

What Causes Dyslexia?

Genetics appears to play an ongoing role in reading, whereas the influences of environment impact early reading development more. Environmental impact includes home conditions, school conditions, and literacy environments. As we learn more about the roles of genes and the environment, we will be better able to design appropriate early intervention plans for young children with dyslexia (Mather & Wendling, 2012, p. 75).

DYSLEXIA &

READING PROFICIENTLY BY END OF 3RD GRADE

All kids deserve an equal chance to read successfully by the end of third grade, but challenges remain for those with learning disabilities.



2.2 million students are diagnosed with learning disabilities

**80%
or more**

of those with learning disabilities are affected by

DYSLEXIA

MEANWHILE...

By the fourth grade,

2 in **3**
students



are **not reading proficiently**...



and they are **4 times**
more likely to drop out
than **proficient readers**



FOR STUDENTS WITH LEARNING DISABILITIES, LONG-TERM EFFECTS ARE SIGNIFICANT



High school dropout rates are

2.5 times

higher than the overall student population



Students with learning disabilities are

less likely

to enroll in a 4-year college than their peers



Adults with learning disabilities are

twice as likely

to be unemployed than those without learning disabilities

BUT THERE ARE SOLUTIONS THAT WORK



Early Identification and Intervention



Evidence-Based Instruction



Better Use of Technology

FOR MORE INFORMATION, VISIT WWW.TREMAINEFOUNDATION.ORG/CONTENT/DYS

SOURCES: Feister, L. (2012). *Don't 'Dys' Our Kids: Dyslexia and the Quest for Grade-Level Reading Proficiency*. National Center for Learning Disabilities. (2011). *The State of Learning Disabilities*.

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Characteristics of Dyslexia

The [Australian Dyslexic Association](#) (ADA) cautions that "it is important to keep in mind that dyslexia occurs on a continuum from mild to severe and no two learners with dyslexia are the same".

General Indicators

- Thinks in pictures, not words
- Solves problems in different ways
- Difficulty maintaining order
- Exhibits inconsistencies between potential and performance
- Weak memory for lists, directions, or facts
- Needs to see or hear concepts many times to learn them
- Inconsistent school work

Indicators in written language

- Difficulty acquiring and using written language
- Difficulty learning to spell accurately
- Spells phonetically and inconsistently
- Difficulty learning and retaining multi-syllabic vocabulary

Indicators in reading

- Limited reading comprehension due to weak decoding and/or word recognition and fluency skills
- Difficulty in phonological awareness, including segmenting, blending and manipulating sounds in words
- Difficulty mastering the alphabetic principle and basic decoding skills (sounds to letters)
- Slow, inaccurate laboured reading (lacking fluency)
- Difficulty acquiring age appropriate sight words recognition skills (visual coding)

Indicators in oral language

- Difficulty acquiring and using oral language
- Oral language skills are often stronger than written language skills

Indicators in student behaviour

- Distracted by visual or auditory stimuli
- Is easily distracted
- Is excessively tired due to amount of concentration and effort required

Dyslexia Fact Sheet

Dyslexia is...

- ✓ A brain-based issue that makes it hard to learn to read accurately and fluently.
- ✓ A lifelong condition. Kids don't outgrow dyslexia, but with the right support, key skills can improve.
- ✓ A common learning issue. Many successful people have it, and researchers have been studying it for over a century.

Dyslexia is not...

- ✗ A problem of intelligence. Kids with dyslexia are just as smart as their peers.
- ✗ A problem of vision. The core issue involves understanding how the sounds in words are represented by letters.
- ✗ A problem of laziness. Kids with dyslexia are already trying hard. They need more help to make progress.



Ways to help kids with dyslexia

-  Multisensory structured literacy instruction engages kids through sight, hearing, movement and touch.
-  Accommodations help kids learn and show what they know, like doing an oral report instead of a written assignment.
-  Assistive technology tools, like audiobooks and text-to-speech apps, can help level the playing field for struggling readers.

Success stories

-  Salma Hayek, Oscar-nominated actress 
-  Daymond John, Shark Tank star and CEO of FUBU
-  Carol Greider, Nobel Prize-winning scientist

Section 2: What Can Parents Do?

If you think your child fits the profile of a student with dyslexia or has a verified diagnosis of dyslexia, you can partner with your child's teacher to review the characteristics and profile checklist of dyslexia to determine strategies and interventions to support your child's learning.

After you speak with your child's teacher, if you and the teacher are in agreement with the possible characteristics of dyslexia for your child, your teacher will make a referral to the site-based intervention team. The team will review data to determine appropriate interventions and resources to address your concerns, specifically associated with dyslexia. Your child will receive the determined interventions over a set period of time which will be progress monitored and data will be analyzed for adequate growth. If your child does not respond to the interventions, the intervention team will reconvene with you to determine if an evaluation for special education is warranted.

Parents can engage in some of the following activities at home to help their child with dyslexia. Each of the activities below requires the parent to practice with their child until the child can do the activity independently. Listed below are examples of quick activities you can do with your child from the Department of Arizona. For more activities, please refer to *Arizona Technical Assistance System (AZ-TAS) Dyslexia Handbook. A Technical Assistance Document to Support Families and Teachers* pages 9-14.

Phonological Awareness

Recognize and produce rhyming words

- Sing rhyming songs.
- Match pictures of objects that rhyme.

Recognize and produce words beginning with the same sound (alliteration)

- Match your child's name with a describing word that begins with the same sound (e.g., Terrific Tony) or with things like (Eileen likes Ice Cream). (FCRR)
- Using pictures, have your child make up stories using phrases in which each word in the phrase has the same beginning sound.
 - Use your child's name to show a link between letters and sounds. Say, "John, the word 'jump' begins with the same sound as your name. John. Jump. And they both begin with the same letter 'j.'" (FCRR)

Segment syllables into words

- Use four cards with a number on each card (1, 2, 3, 4). Collect a stack of pictures of known objects. Your child matches these picture cards with the correct number of

syllables of the object (e.g., a picture of a tiger has two syllables; it will be placed next to the card with a “2”). (FCRR)

- Say words and count syllables using fingers.

Match sounds in words (phoneme matching)

- Give your child a number of cards with pictures on them. Ask them to match up the cards that have the same first sound. (FCRR)

* Play go fish with picture cards. Say, “Do you have a card that begins with the sound /m/? If not, the child should say “go fish.” The same can be played for the sound the word ends with. (FCRR)

Find the first and ending sounds of words (phoneme isolating)

- Put items in a box. When your child takes out an item, ask them to say the name of the word and its beginning sound, middle sound, or ending sound. (FCRR)

Basic Reading and Spelling Skills

Letter recognition

- Name and match letters of the alphabet using pairs of letter cards turned over. (FCRR)
- Write uppercase letters in a circle and cut out the circle. Write lowercase letters on clothespins. Help your child match lowercase letter clothespins to uppercase letters on the circle. (FCRR)

Letter-sound correspondence

- Label 26 paper bags with each of the 26 letters of the alphabet. Give your child catalogs and magazines and ask them to cut out pictures. Tell your child to place the picture into the bag with the letter that makes the same sound as the first sound of the picture (e.g., a picture of a horse goes into the bag labeled “h”). (FCRR)

Spelling and sounding out words (encoding and decoding)

*Using three blank cubes, write consonants on two of the cubes, and vowels on one of the cubes. Roll the dice until a word can be made of the three letters. Sound out the word and write it down on a piece of paper. Make a list of ten words. (FCRR)

High frequency words

*Use two stacks of high-frequency word card packs. Play the matching game with the high frequency word cards, reading the words when they are matched. (FCRR)

Section 3: Technology

Assistive technology can be helpful for students with dyslexia to access print based materials. Some students with dyslexia may find it easier to read when the spacing between lines, between words, or even between the characters within words is increased. Here are some easy, free ways to change these parameters:

- Use the formatting features to change the spacing in Word and Google documents.
- Use Chrome extensions such as Readability and AT Bar to change spacing on web pages.
- Use Settings when reading on mobile devices such as smartphones or tablets to change spacing between words, or even between the characters within words is increased.

For students who are learning to fluently decode words, technology can allow a student to access the content by listening to text instead of (or in addition to) reading it. Here are some examples:

- Audio Books are recorded books that are narrated by human readers. Audio books do not display text. Sources for audio books include Learning Ally (eligibility requirements), Audible.com (no eligibility requirements), amazon.com (no eligibility requirements), freeclassicaudiobooks.com (no eligibility requirements), and your local public library (no eligibility requirements).
- Text-Synched Audio Books are audiobooks that are read aloud by the computer's voice while the words that are being spoken are highlighted. This is sometimes referred to as "multi-sensory reading." Tools that allow for this feature include these: Bookshare Voice Dream Reader iOS app
- E-books are electronic versions of printed books displayed on a computer or handheld device designed specifically for this purpose. Some, but not all, e-books may be read aloud by a computerized (synthesized) voice.
- Freeware that will read text from Word docs and PDFs aloud, such as Balabolka.
- iOS and Android OCR and text-to-speech apps that will read text aloud, such as Prizmo, TextGrabber, Voice Dream Reader.

Students are often expected to read information from the Internet independently. There are many technology tools that will read text from webpages aloud. These include:

- Chrome extensions such as SpeakIt
- Snap&Read Universal Chrome extension

- Read & Write Gold Chrome extension Processing issues and vocabulary deficits make it difficult for some students to understand grade-level text, even when they are listening to it.

Technology tools that either decrease the complexity of the text, or define words in accessible ways include:

- Snap&Read Universal software and app with text leveling
- Rewordify.com website
- Text Compactor website
- NewsELA website
- Dictionary.com website with synonym complexity slider
- Crack the Books digital textbooks that present science content at five reading levels
- Simple Wikipedia

Section 4: Frequently Asked Questions

Question: When a parent brings a diagnosis of dyslexia from a professional outside of a school setting, what happens with this diagnosis?

Answer: If the parent has requested an evaluation from the school when the parent suspects their child has a specific learning disability in reading, the dyslexia diagnosis from an outside professional becomes part of the evaluation, the review of existing data if the parent has requested an evaluation from the school if the parent suspects their child of having a Specific Learning Disability in reading.

Question: My child is in preschool. Is it possible for him/her to have dyslexia?

Answer: Under Arizona's definition of dyslexia, a child with dyslexia has difficulty with reading and spelling. While most preschool children are not yet reading and spelling, difficulties developing phonological awareness and language development may be warning signs that the child is showing traits that are typical of dyslexia. For more information about the characteristics of dyslexia, please see pages 7 and 8 of this dyslexia handbook.

Question: Does failing a reading screening mean my child has dyslexia?

Answer: No. There are many factors involved in why a student may have performed poorly on a benchmark assessment.

Question: If my child has dyslexia, does this mean my child is in need of special education?

Answer: Arizona's definition reiterates that dyslexia is a disorder. With evidence-based practices in reading instruction and response to best practices reading instruction with intervention support as necessary, a child with dyslexia may have his or her educational needs met without receiving special education services.

Section 5: Resources

Arizona Department of Education Professional Learning

Exceptional Student Services: <http://www.azed.gov/special-education/>

K–12 Standards: <http://www.azed.gov/standards-practices/>

Office of English Language Acquisition (OELAS): <http://www.azed.gov/oelas/>

Arizona Department of Education Webpages

Arizona College and Career Ready Standards ELA:

<http://www.azed.gov/standardspractices/englishlanguageartsstandards/>

Arizona Promising Practices: www.azpromisingpractices.com

Arizona State Literacy Plan:

<https://www.azed.gov/standards-practices/files/2015/07/k12-azliteracy-plan-revised-by-jessica-l.pdf>

The Assessment Continuum Guide for Pre-K through Third Grade in Arizona:

<http://www.azed.gov/early-childhood/files/2016/04/assessment-continuum-guide-2016.pdf>

AZ Find: <http://www.azed.gov/special-education/az-find/>

AzMERIT Testing Conditions, Tools, and Accommodations Guidance:

<https://www.azed.gov/assessment/files/2016/03/azmerit-testing-conditions-tools-andaccommodations-2016.pdf>.

Developing a Thriving Reader Webinar:

<https://cms.azed.gov/home/GetDocumentFile?id=553835aaaadebe0c6033e78a>.

Early Childhood:

<http://www.azed.gov/early-childhood/preschool/preschool-programs/ecse/>

Early Literacy to Support Move On When Reading (MOWR):

<http://www.azed.gov/earlychildhood/early-literacy-to-support-move-on-when-reading-mowr/>

Exceptional Student Services: <http://www.azed.gov/special-education/>

Help for Early Learning Professionals:

<http://www.azed.gov/early-childhood/files/2013/02/newhelp-2013-final.pdf>

Preschool Development Grant Manual:

<http://www.azed.gov/earlychildhood/files/2015/05/pdg-guidance-manual-5.11.2015-final.pdf>

K–12 Standards: <http://www.azed.gov/standards-practices/>

The Kindergarten Experience: Kindergarten Development Inventory (KDI):

<http://www.azed.gov/early-childhood/the-kindergarten-developmental-inventory-kdi-the-46-kindergarten-experience/>

Move On When Reading: <http://www.azed.gov/mowr/>

More Assessment Tools For Dyslexia

<https://dyslexiaida.org/screening-for-dyslexia/>

Multi-Tiered System of Supports: <http://www.azed.gov/mtss/>

Online Resources for Accessible Educational Materials:

<http://www.azed.gov/specialeducation/special-projects/accessible/>

Shining Stars Kindergarteners Learn to Read:

<http://www.azed.gov/earlychildhood/files/2015/04/ed002550p.pdf>

Shining Stars Toddlers Learning to Read:

<http://www.azed.gov/earlychildhood/files/2015/04/ed002621p.pdf>

Shining Stars Preschoolers Learn to Read:

<http://www.azed.gov/earlychildhood/files/2015/04/shiningstarspreschool.pdf>

Shining Stars First Graders Learn to Read:

http://www.azed.gov/earlychildhood/files/2015/04/shining_stars_first_grader.pdf

Shining Stars Second and Third Graders Learn to Read:

<http://www.azed.gov/earlychildhood/files/2015/04/ed002552p.pdf>

Read On Arizona

Building Blocks, Developing a Thriving Reader:

<http://readonarizona.org/wpcontent/themes/read-on/PDF/continuum-bb-chart.pdf>

Continuum, Developing a Thriving Reader:

<http://readonarizona.org/wp-content/themes/readon/PDF/continuum-project-web.pdf>

Developing Thriving Readers from Early Years: A Continuum of Effective Literacy Practices: Available at <http://readonarizona.org/wp-content/themes/read-on/PDF/continuum-projectweb.pdf>.

Early Literacy Guide for Families:

<http://readonarizona.org/wp-content/uploads/2016/06/ReadOn-Arizona-Early-Literacy-Guide-06-2016f.pdf> 47

Legislation

Arizona Revised Statutes (A.R.S.)

A.R.S §15-761: <http://www.azleg.e.g..state.az.us/ars/15/00761.html>

A.R.S. §15-701 Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit; definition:

<http://www.azleg.e.g.,gov/FormatDocument.asp?inDoc=/ars/15/00701.htm&Title=15&DocType=ARS>

A.R.S. §15-211 amending section 15-211, Arizona Revised Statutes; K–3 reading program: <http://www.azleg.e.g.,gov/legtext/52leg/2r/bills/hb2653h.pdf>

A.R.S. §15-704 Move On When Reading Proficiency Definitions:

<http://www.azleg.e.g.,state.az.us/FormatDocument.asp?inDoc=/ars/15/00704.htm&Title=15&DocType=ARS>

Schools: Reading Assistance: Dyslexic Pupils:

<http://www.azleg.e.g.,gov/legtext/52leg/1r/bills/sb1461p.pdf>

Individuals with Disabilities Education Act (IDEA) 2004

IDEA—Regulations: Early Intervening Services:

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=842&oseppage=1

IDEA—Regulations Part C: <http://idea.ed.gov/part-c/downloads/IDEA-Regulations.pdf>
Requirements for a Statewide System: <https://sites.ed.gov/idea/regs/c/b/303.110>

IDEA—Regulations Part B:

<https://www2.ed.gov/policy/speced/reg/idea/part-b/idea-part-bnprm.pdf>

Every Student Succeeds Act 2015

<https://www.ed.gov/essa?src=rn> 48

Web Links and Sources AEM Navigator:

<http://aem.cast.org/navigating/aemnavigator.html#.V8hvVvkrLhc>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Bridging the Divide Between Medical and Educational Definitions:

<http://ldnavigator.nclld.org>

</wpcontent/uploads/2013/05/LDDEFINEDBridgingtheDivideLDNavigator.pdf>

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Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. *Journal of Literacy Research*, 39(1), 37–70.

International Dyslexia Association website (2017). JUST THE FACTS . . . Effective Reading Instruction for Students with Dyslexia. <https://dyslexiaida.org/fact-sheets/>

Methodology: Processes Applied to the Selection, Review, and Analysis of Research Relevant to Reading Instruction. U.S. Department of Health and Human Services. Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development, NIH Pub. No. 00-4769, April 2000

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http://www.ldonline.org/article/How_Spelling_Supports_Reading.

Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2016). *Knowledge and practice standards for teachers of reading*. The Center for Effective

Reading Instruction. Available at <http://effectread.wpengine.com/wpcontent/uploads/2016/02/KPS.pdf>.

National Center on Accessible Educational Materials: <http://aem.cast.org/>

National Center for Learning Disabilities: Available at <http://ld.org/>

The National Center for Learning Disabilities. (2014). The state of learning disabilities: Facts, trends and emerging issues (Third ed.). <http://ampiper.soc.northwestern.edu/NCLD-2014-State-of-LD.pdf>.

National Center on Universal Design for Learning (2017) http://www.udlcenter.org/aboutudl/take_a_tour_udl

National Reading Panel Report: <https://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>.

Olson, R.K., Keenan, J.M., Byrne, B., & Samuelsson, S. (2014). Why do children differ in their development of reading and related skills? *Scientific Studies of Reading*, 18(1), 38–54.

OSEP Policy Documents Regarding the Education of Infants, Toddlers, Children and Youth with Disabilities: <http://www2.ed.gov/policy/speced/guid/idea/letters/revpolicy/tpevlrvl.html>.

Possible Classroom Accommodations for Specific Disabilities: Adapted from: How to get the best education for your chronically or seriously ill child. Phoenix Children's Hospital: http://www.raisingpecialkids.org/_media/uploaded/i/0e1834167_ieppossibleclassroomaccommodationsforspecificdifficulties.pdf

Raising Special Kids: Available at <http://www.raisingpecialkids.org/>

Read On Arizona (Dyslexia Family Version) www.readonarizona.org

Reading Rockets: Available at www.readingrockets.org. Reading Rockets. Assistive technology for kids with learning disabilities: An overview: Available at <http://www.readingrockets.org/article/assistive-technology-kidslearning-disabilities-overview>

Understood for Learning and Attention Issues: <http://www.understood.org>

Universal Design for Learning: Available at <http://www.udlcenter.org>

University of Oregon Center on Teaching and Learning. Big ideas in beginning reading:
Available at <http://reading.uoregon.edu/>

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