What Does Good Instruction Look Like for Students with Dyslexia: A Systems and Classroom View

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Meet Your Presenters

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What We Will Cover Today

- The Simple View of Reading as a framework that provides definitions of dyslexia and other types of word reading difficulties

- The critical components of structured literacy instruction and the principles that guide how those components are taught

- What early reading instruction should look like across tiers of instruction in general education for students at risk for reading difficulties, including dyslexia

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Simple View of Reading

DECODING		LANGUAGE COMPREHENSION		READING COMPREHENSION
Ability to sound-symbol relationships to read words	✕	Ability to understand spoken language	=	

Gough and Tunmer, 1986

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Simple View of Reading

Language Comprehension

Word Recognition	Strong	Weak
Strong	Typically Developing Reader	Hyperlexic
Weak	Dyslexic	Mixed Reading Difficulty

Kilpatrick, 2015

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Students with Word Reading Difficulties

Language Comprehension

Word Recognition		Strong	Weak
	Strong	Typically Developing Reader	Hyperlexic
	Weak	Dyslexic	Mixed Reading Difficulty

Kilpatrick, 2015

What is Dyslexia?

The term dyslexic is used to refer to students with adequate language comprehension, but weak word recognition (decoding) skills.

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What is Dyslexia?

- a specific learning disability
- neurobiological in origin
- characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities
- difficulties typically result from a deficit in the phonological component of language
- unexpected in relation to other cognitive abilities and provision of effective classroom instruction
- secondary consequences of reduced reading comprehension, growth of vocabulary and background knowledge

International Dyslexia Association, 2002

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Phonological-Core Deficit as Source for the Word Reading Difficulties:

- Poor phonemic awareness

- Poor phonemic blending

- Poor rapid automatized naming

- Poor phonological working memory; and

- Poor nonword reading/letter-sound skills

Kilpatrick, 2018

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State of Dyslexia

This map provides an overview of states' dyslexia requirements, policies, and SIMR status.

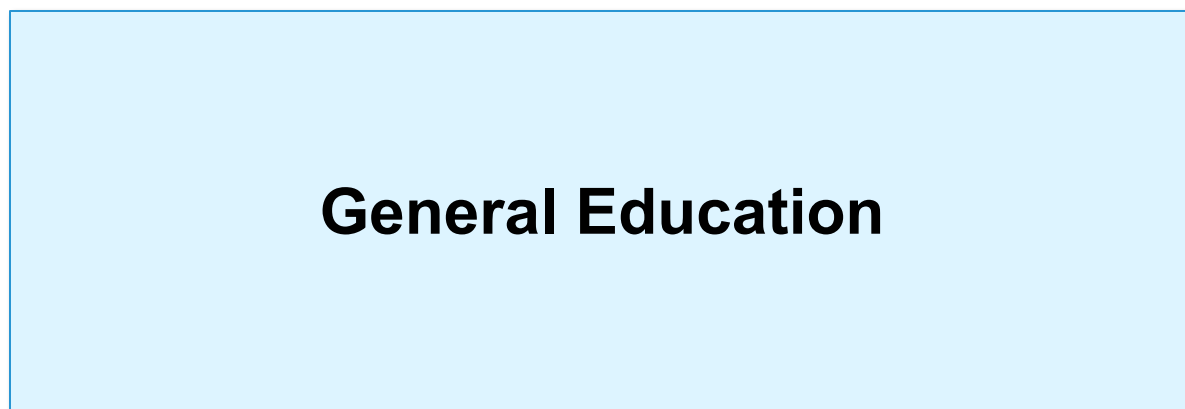https://improvingliteracy.org/state-of-dyslexia

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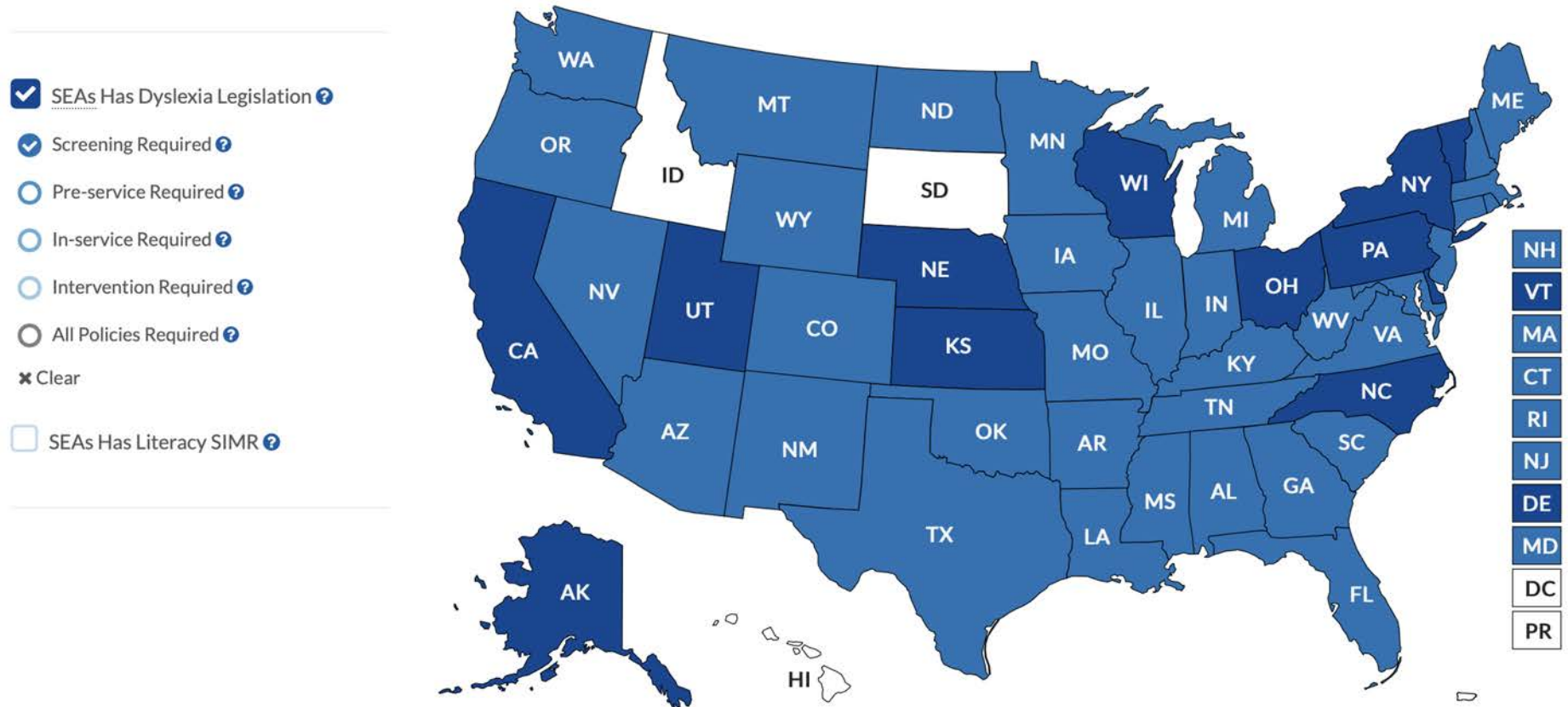
Example:
Universal Screening in K in Oregon

As per SB 1003:
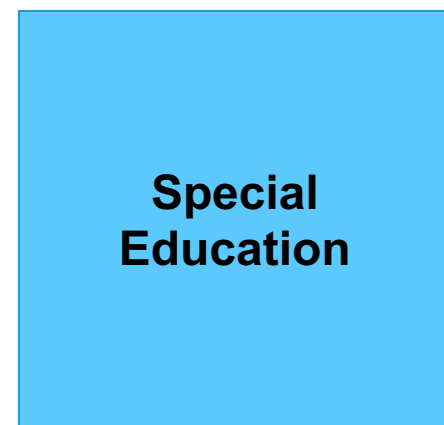
- Phonological awareness
- Letter-sound correspondences
- Rapid naming
- Family history of reading difficulties

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DYSLEXIA

Less Severe

General Education

More Severe

Special Education

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Outcomes Depend on Both Genetic and Environmental Factors

A person with low genetic risk could demonstrate symptoms of dyslexia if . . .	they were never shown print or taught to read.
With individuals with elevated genetic risk . . .	early intervention may prevent or minimize reading difficulties – much hinges on instruction.
Some individuals will manifest dyslexia . . .	no matter how well they are taught.

Miciak & Fletcher (2020)

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1. About 35% of US 4th graders read below the basic level

Life in 4th grade is tough if you read below basic.
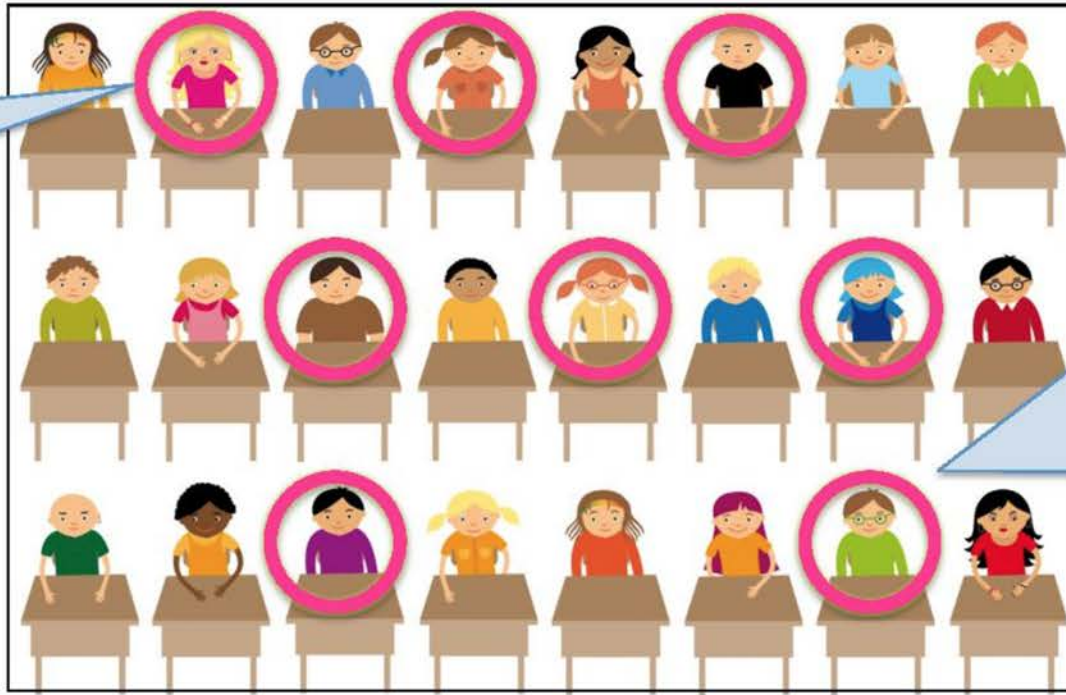
Reading below basic means that we struggle to find relevant information, make simple inferences, identify details that support conclusions, and interpret meanings of words used in text.

The National Assessment of Educational Progress (NAEP) consistently finds that about **35%** of US 4th graders read at a level that is <u>below basic</u>. So, in an average class of 24 4th graders, about **8-9 students** *cannot read at a basic level*. Most are capable of learning to read at higher levels.

IDA Infographic: Most Reading Difficulties Can Be Resolved or Diminished

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# 2. Children with dyslexia are in _every_ classroom

The International Dyslexia Association (IDA) estimates that **15-20%** of the population as a whole may have symptoms of dyslexia.

> At least three of us probably have dyslexia AND read <u>below</u> basic.

> I might have dyslexia, too, even though I read <u>above</u> basic.
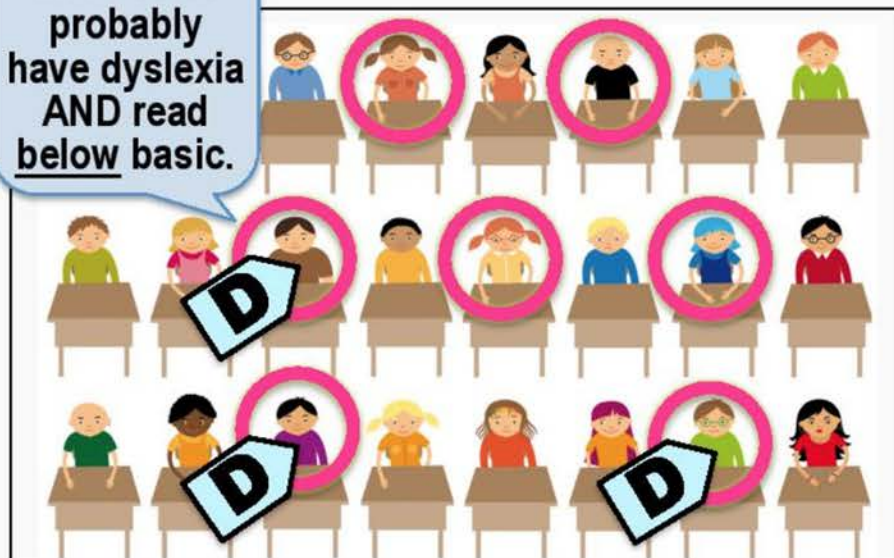
Even using IDA's conservative estimate (15%), as many as **3-4 students** in this 4th grade class may have symptoms of **dyslexia**. Most probably are among those reading *below* basic.
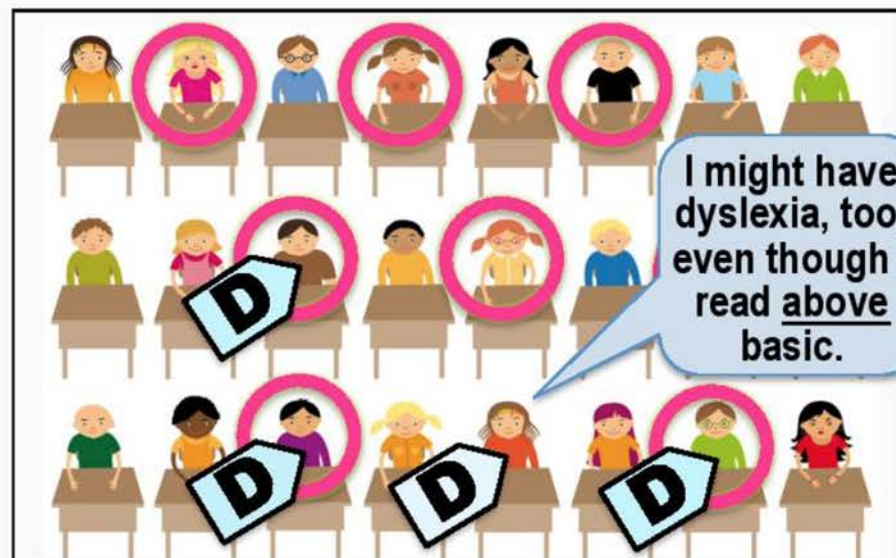
However, some students with dyslexia may read *above* basic and may not be identified for Special Education. They may be capable of much more, but struggle just to keep up.
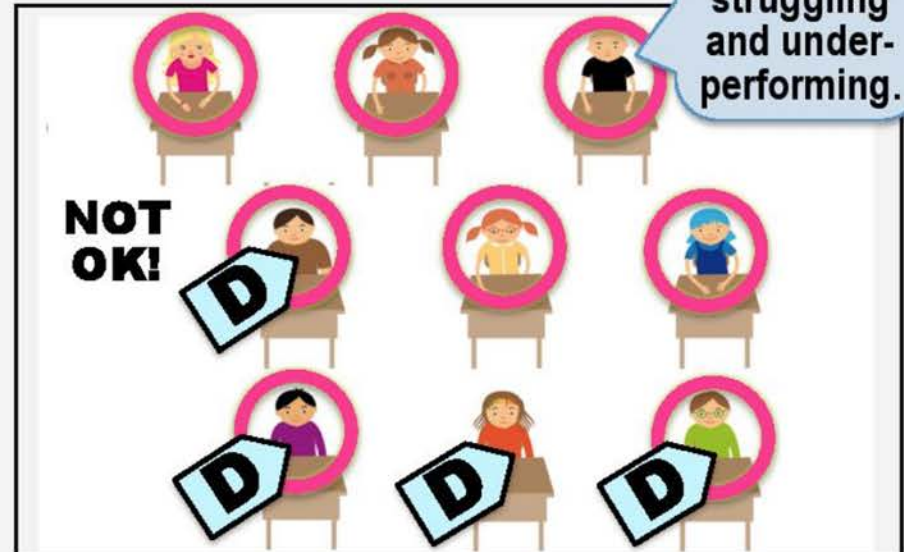
IDA Infographic: Most Reading Difficulties Can Be Resolved or Diminished

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3. We fail to meet the reading instruction needs of far too many children

We might be OK, but so many classmates are missing out!

We're OK?

Look how many of us are struggling and under-performing.

NOT OK!

These students (above) might be doing **OK** (if we think OK is reading above NAEP's most basic level and not struggling with dyslexia).
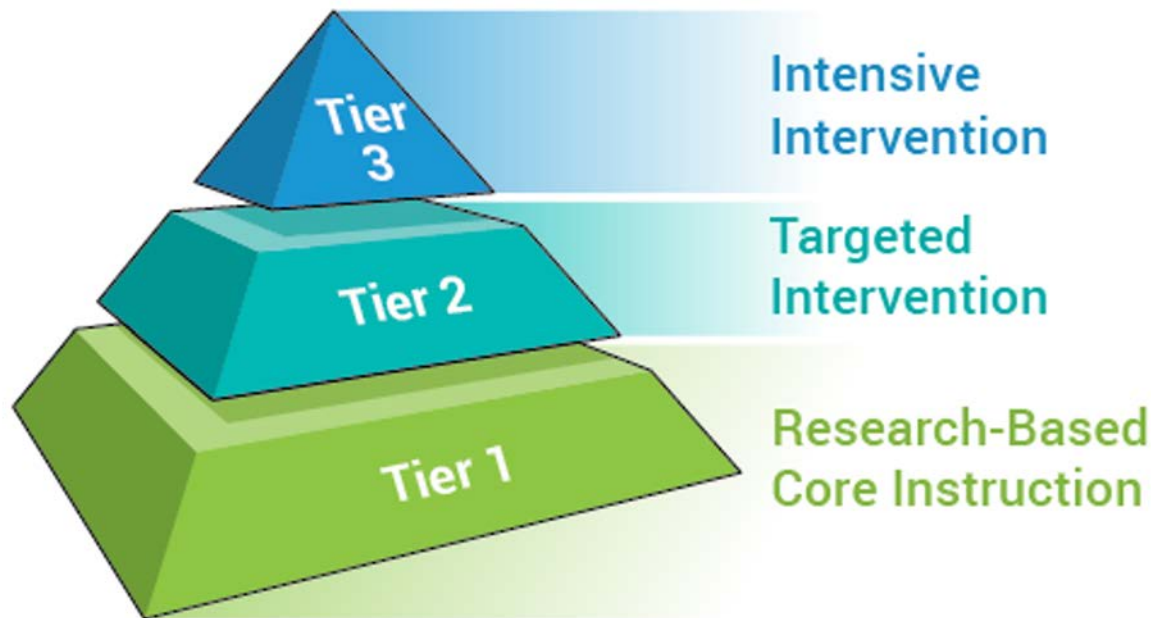
But *all* these students are **underperforming** and **struggling**, even though most are capable of doing better. We are NOT meeting their needs.

The consequences are harsh for these struggling students and for our nation!

IDA Infographic: Most Reading Difficulties Can Be Resolved or Diminished

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Best Practice for Instructional Support for Students with Dyslexia

Provide evidence-based, explicit, systematic reading instruction **across all tiers** of instructional support.

Tier 3 — Intensive Intervention

Tier 2 — Targeted Intervention

Tier 1 — Research-Based Core Instruction

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Start with a Strong Core Reading Program!

Successful literacy instruction, especially for at-risk students and those with reading disabilities, **provides a strong core** of highly explicit, systematic teaching of foundational skills.

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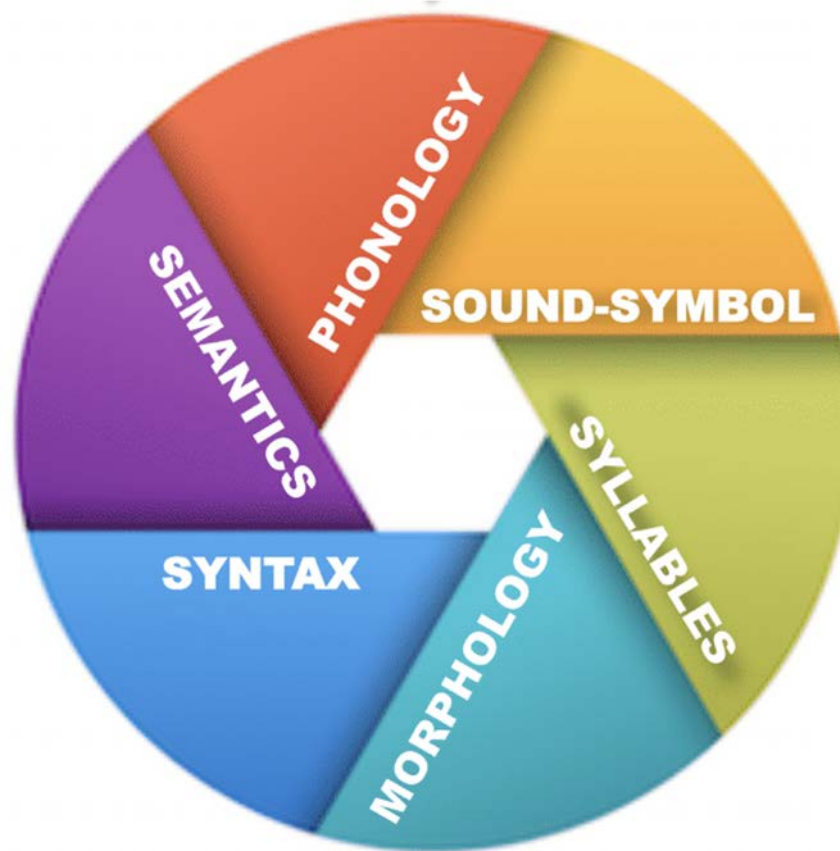
<u>What</u> Do We Teach?

5 Essential Elements in Beginning Reading:

- Phonemic Awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension

National Reading Panel, 2000

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The Elements of Structured Literacy

IDA Infographic: What is Structured Literacy? A Primer on Effective Reading Instruction
https://dyslexiaida.org/what-is-structured-literacy/

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What Do We Teach?

Formula For Word Reading Success:

1. Provide instruction on phonemic awareness and teach to the advanced level;

2. Teach and reinforce phonics skills and phonic decoding; and

3. Provide ample opportunities to apply these developing skills to reading connected text.

Kilpatrick, 2015

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Training Phonological Awareness Skills to the Advanced Level

Basic phonological awareness skills include phoneme blending and phoneme segmentation (K and 1).

Advanced phonological awareness includes tasks that manipulate phonemes, such as deleting, substituting, or reversing phonemes within words. (Continues to develop until about 3rd grade.)

Kilpatrick, 2015

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Advanced Phonological Awareness

SYLLABLE LEVEL		
Basic Syllable	Delete: (un)der der	Pre-K to 1st grade
Advanced Syllable	Delete(an)imal imal	1st to 2nd grade
ONSET-RIME LEVEL		
	Delete (c)at at Delete m(an) m	K to 1st grade
	Substitute (n)ot (h)ot	K to 1st grade
	Substitute t(an) t(oy)	K to 1st grade
PHONEME LEVEL		
Basic Phoneme	Delete (p)lane lane Delete car(t) car	1st to early 2nd grade
	Substitute (c)lass (g)lass	1st to early 2nd grade
Advanced Phoneme	Delete be(s)t bet	Early 2nd to early 3rd grade
	Substitute li(f)t li(s)t	Early 2nd to early 3rd grade

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Oregon's CCSS Revisions Foundational Skills in Reading Phonological Awareness - K

Kindergarten	
RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes.	
2a	Recognize and produce rhyming words.
2b	Count, pronounce, blend, and segment syllables in spoken words.
2c	Delete syllables in compound words with two syllables.
2d	Blend and segment onsets and rimes of single-syllable spoken words.
2e	Isolate and pronounce the initial, medial vowel and final phonemes in three phoneme words.
2f	Add, delete and substitute individual phonemes in simple, one-syllable words to make new words.

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Oregon's CCSS Revisions
Foundational Skills in Reading
Phonological Awareness – Grade 1

First Grade	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds phonemes.	
2a	Distinguish long from short vowel sounds in spoken single-syllable words.
2b	Orally produce single-syllable words by blending phonemes, including consonant blends.
2c	Isolate and pronounce the initial, medial vowel, and final phonemes in spoken single-syllable words.
2d	Segment spoken single-syllable words including, words with initial and ending blends into their complete sequence of individual phonemes.
2e	Add, substitute and delete syllables in two- and three-syllable words.
2f	Substitute and delete parts of blends in the initial position in one-syllable words.

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Oregon's CCSS Revisions Foundational Skills in Reading Phonological Awareness – Grades 2/3

Second Grade	
RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes.	
2a	Substitute medial vowels in one-syllable words.
2b	Substitute and delete parts of blends in the final position in one-syllable words.
Third Grade	
RF.3.3 Demonstrate understanding of spoken words, syllables, and phonemes.	
3a	If students cannot substitute and delete parts of blends in the final position in one-syllable words with automaticity, see standards RF.2.2a-b.

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Core Instruction

Given the minimal time investment involved in phonological awareness training relative to its potential benefits, it seems to make the most sense to provide whole-class or small-group Tier I instruction to <u>all students</u> . . .

Kilpatrick, 2015

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Teach and Reinforce Phonic Skills and Phonic Decoding

To decrease the number of struggling readers . . . systematic, explicit phonics is recommended for Tier 1 instruction.

Kilpatrick, 2015

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Systematic, Explicit Phonics

Post-NRP research suggests that **phonics instruction with an initial focus on grapheme-phoneme level relationships**, rather than larger-unit phonics approaches, can lead to better reading outcomes (Brady, 2011; Christensen & Bowey, 2005; Foorman et al., 2016).

Cited from IDA Educator Training Initiatives Brief: Structured Literacy: An Introductory Guide

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Teach and Reinforce Phonic Decoding

Phonic decoding teaches:

- letter-sound knowledge – to proficiency!

- oral blending to sound out unfamiliar words.

Kilpatrick, 2015

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Provide Ample Practice in Reading Connected Text

From SIPPS Beginning Level Lesson 47

Focus:
ch
-tch

Old Rabbit and Fox: Part 2
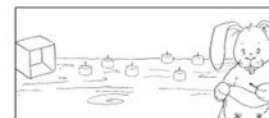
Old Rabbit naps on the grass by the log. He gets cold.

Rabbit thinks, "I can fix this." He gets out the box of candles.

He puts all six candles on top of the log. He gets a match from his bag.

The candle wax melts. Some wax drips on Rabbit's chin.

Fox smells Old Rabbit. Fox gets up on the log by his home.

Fox says, "Rabbit, I will catch you. I will have you for lunch."

Old Rabbit gets up and runs. He thinks Fox will catch him.

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Phonics Lesson Sequence

Structured Literacy Element: Sound-symbol

What might this look like?

1. Develop Phonemic Awareness
2. Introduce Sound/Spelling
3. Blend Words
4. Build Automatic Word Recognition
5. Apply to Decodable Text
6. Word Work for Decoding and Encoding

From CORE's *Teaching Reading Sourcebook,* Third Edition, page 175

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What Do We Teach?

Summary with a Dyslexia Lens:

- Phonemic Awareness – and to the advanced level
- Highly explicit, systematic synthetic-phonics instruction
- Ample application of these skills to reading connected text
- Explicit spelling instruction (including instruction in common spelling generalizations and morphemic analysis)
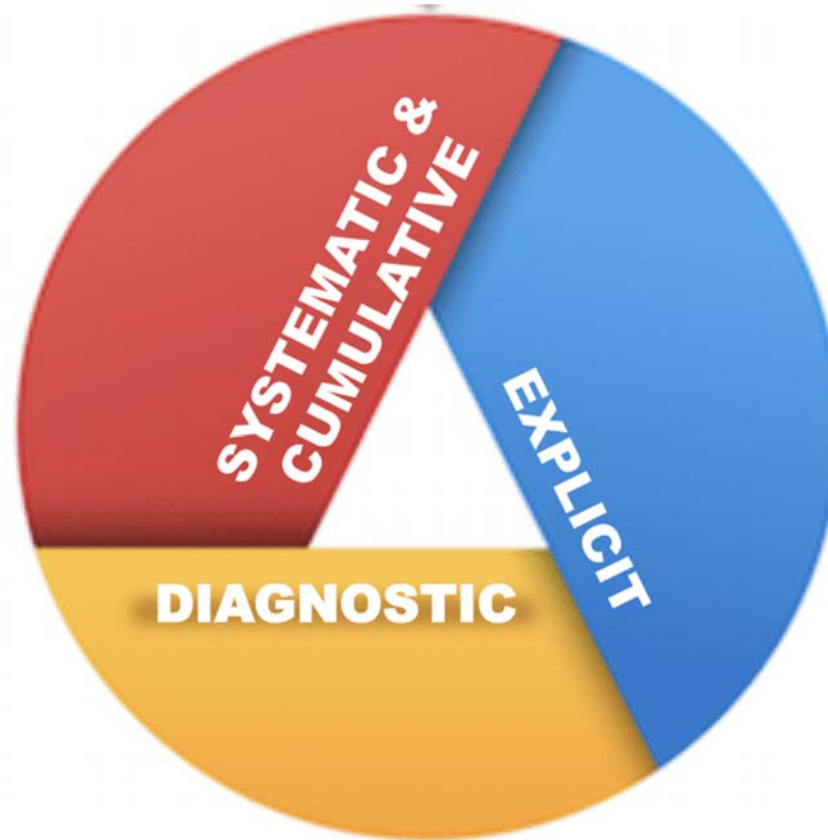
Typical students as well as those with dyslexia benefit from this kind of instruction!

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Principles of Instruction That Empower Teachers to Meet the Needs of Students with Dyslexia in Their Classrooms
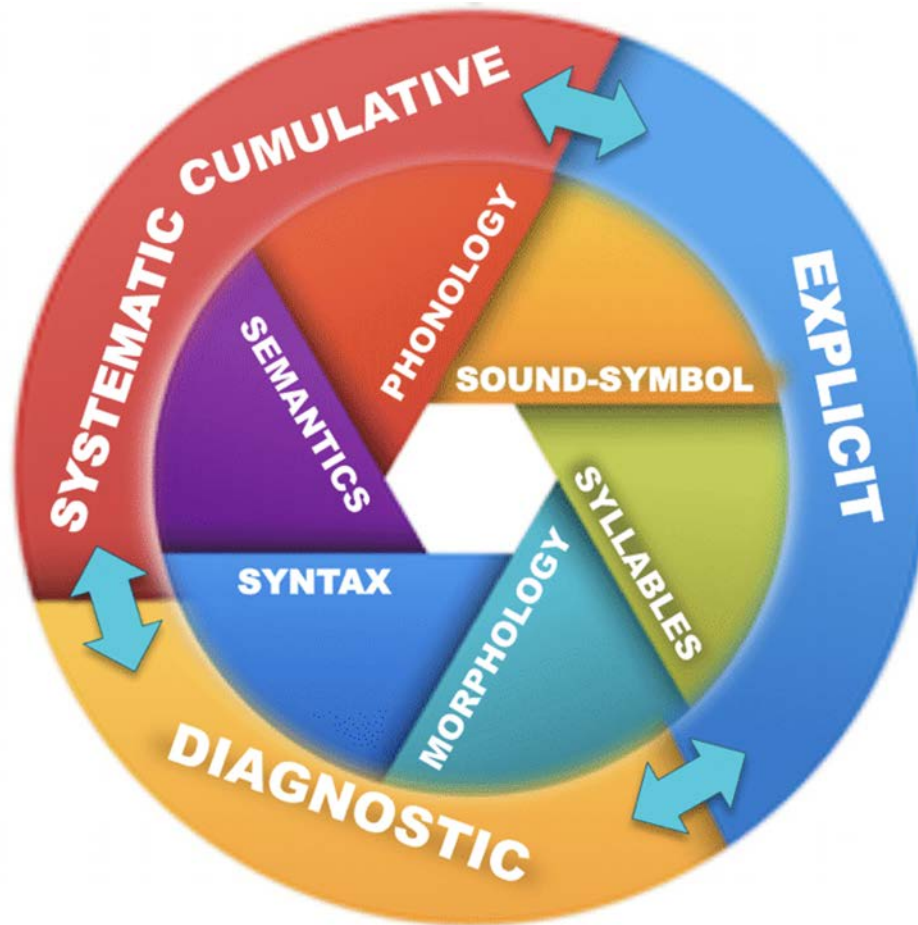

How We Teach!

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Structured Literacy's Evidence-Based Principles

IDA Infographic: What is Structured Literacy? A Primer on Effective Reading Instruction
https://dyslexiaida.org/what-is-structured-literacy/

Merging the What and the How

IDA Infographic: What is Structured Literacy? A Primer on Effective Reading Instruction
https://dyslexiaida.org/what-is-structured-literacy/

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Tier 2: **Additional** Instruction for Some

- Students identified as showing risk factors for reading difficulties based on the universal screening are provided with additional learning time beyond core instruction.

- Standardized academic interventions (consistent across school)

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Tier 2: **Additional** Instruction for Some

MORE

"Core plus more"

Small groups

Targeted, based on assessed student need

Explicit teacher-led, evidence-based instruction

Scaffolded

Opportunities to respond with corrective feedback

Group motivational strategies

Frequent progress monitoring

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Tier 2 Support

Universal Screening Data Indicates Difficulty with:	Instructional Implications
Phonological Awareness	Instruction focused on the development of phonological awareness skills with the goal of segmenting individual phonemes in cvc and cvcc/ccvc words by the end of kindergarten. Begin deletion at the syllable level.
Sound/ Spelling Correspondences	Instruction focused on developing sound/symbol associations. Integrate S/S instruction with PA. Once several associations mastered, begin explicit instruction on decoding with phonemic blending. Integrate spelling activities!
Rapid Naming (Automaticity)	A measure of risk. DO NOT include instructional activities focused on the development of rapid naming skills. DO adapt instructional techniques to help address this weakness.

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Tier 2 Support

To develop automaticity … NOT to read as fast as you can!

p	k	f	sh	r
m	f	sh	r	p
r	k	p	m	sh
f	sh	r	p	k

WORD RECOGNITION GRID

was	do	said	of	to
do	was	of	to	said
said	to	was	do	of
of	do	said	was	to
to	of	do	said	was

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Individualized Interventions

- A strong core reading program allows for opportunities to engage ALL students in literacy learning.

- Additional individualized interventions may also be provided by quality specialists for students who struggle with reading. Students may be taught in very small group settings to increase the level of intensity and individualize instruction.

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What Does Tier 3 Intervention Look Like for Students with Dyslexia?

- Start with reading instruction based on the science of reading and . . .

- Make it "more explicit and comprehensive, more intensive and more supportive than the instruction provided to the majority of children."

Torgesen, Foorman & Wagner, 2007

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"Teaching a dyslexic child to read is based on the same principles used to teach any child to read. Since the neural systems responsible for transforming print into language may not be as responsive as in other children, however, the instruction must be relentless and amplified in every way possible so that it penetrates and takes hold."

Sally Shaywitz, Overcoming Dyslexia, 2004

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Dyslexia-Specific Interventions

"Furthermore, there is little evidence for the specificity of dyslexia interventions. Children with word reading and spelling problems with and without other proposed markers of dyslexia respond similarly to these interventions. Thus, the search for dyslexia-specific interventions potentially limits access to effective reading instruction for some children."

Miciak & Fletcher (2020), pg. 9

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Tier 3: **Individualized Interventions**

More instructional **time** than Tier 2

Smaller groups (1-3)

Powerful – address a few important skills really well

Explicit teacher-led, evidence-based instruction

Scaffolded with language support

Opportunities to respond with corrective feedback

Intensive motivational strategies

Frequent progress monitoring

MOST

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Remember . . . More Intensity for Students with Dyslexia!

- More instructional time
- A smaller group size
- Greater explicitness and scaffolding from the teacher
- "Air tight" scope and sequence
- Diagnostic teaching to the level of automaticity

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Sufficient, More, Most

Tier 1 Instruction/Prevention	Tier 2 Targeted Intervention	Tier 3 Intensive Intervention
Strong core program	More	Most
Effective instruction • Systematic • Explicit • Supportive • Engaging and motivating		

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"The "D" word isn't the golden ticket to get what you need. You don't need a magic word. Struggling is enough. You know, if a kid is starting to drown in a pool, lifeguards don't do something different if it is a cramp, the kid got tired, doesn't know how to swim, is choking on water, or any other cause. They just jump in and save them and it looks pretty much the same no matter the cause. We should be like lifeguards."

Steven Dykstra, Ph.D.
Psychologist
Founding Member of the
Wisconsin Reading Coalition

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Learn the Science of Reading

- 7-10-week online course that teaches foundational skills and instructional practices based on the science of reading
- Learn to understand and recognize dyslexia and its warning signs
- Includes the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures textbooks*
- Next sessions begin Oct. 22 & Dec. 1
- Available for graduate credit

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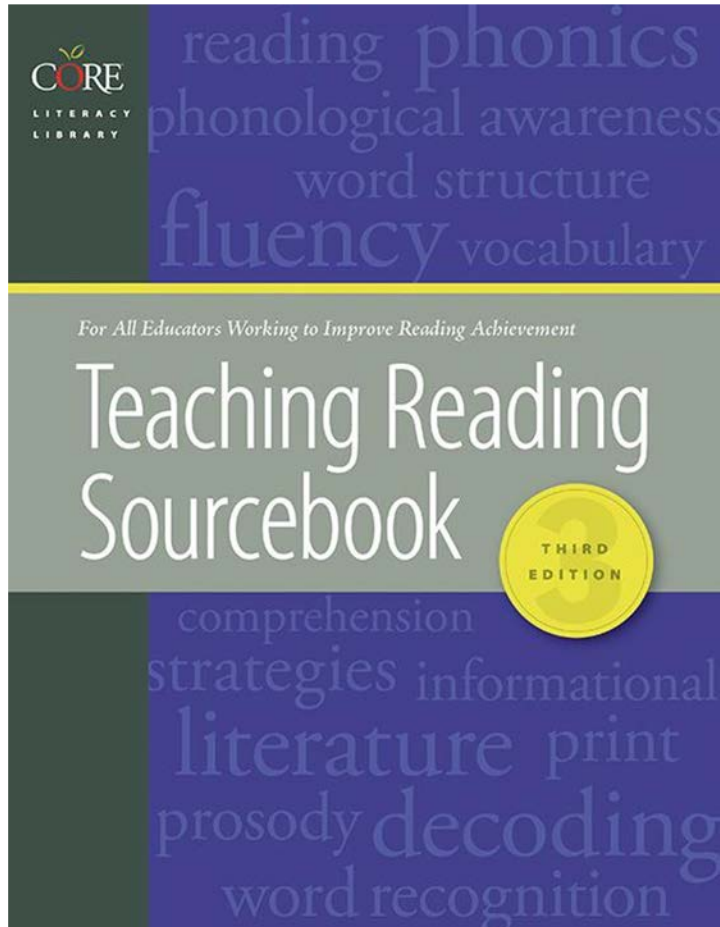
 @COREInc

Beyond the Phonics Fight

Thursday, Oct. 15 | 4:00 p.m. ET

Featuring Emily Hanford, Senior Education Correspondent, APM Reports

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References

CORE's *Teaching Reading Sourcebook, Third Edition*

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- IDA Educator Training Initiatives Brief: Structured Literacy: An Introductory Guide https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz

- IDA Infographic: Most Reading Difficulties Can Be Resolved or Diminished https://dyslexiaida.org/most-reading-difficulties-can-be-resolved-or-diminished/

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