Why Can't This Student Read?
Understanding the Driving Factors Behind Reading Learning Disabilities

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LD is what I have, not who I am.
Learning Disability

Learning disabilities (LD) vary from person to person. One person with LD may not have the same kind of learning problems as another person with LD.

SLD Defined in Texas

Specific learning disability (SLD) is a disorder in one 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 conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

19 Texas Administrative Code § 89.1040. Eligibility Criteria
Specific Learning Disability Subtypes

- Basic Reading Skills
- Reading Comprehension
- Reading Fluency
- Written Expression
- Oral Expression
- Listening Comprehension
- Mathematics Calculation
- Mathematics Reasoning

Dyslexia, Dyscalculia, & Dysgraphia

The D-Word
Basic Reading Skills (Decoding)

The definition of decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words.

http://www.readinghorizons.com/reading-strategies/decoding/what-is-decoding

Reading Fluency

Reading fluency is made up of at least three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression.

http://www.readnaturally.com/research/5-components-of-reading/fluency
Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning.

https://en.wikipedia.org/wiki/Reading_comprehension

SLD Defined in Texas

Schools may use a Pattern of Strengths and Weaknesses model to determine LD.

Conducted by evaluating specific areas of Cognitive function, Academic Achievement, or both and comparing those results against each other or in contrast to other measures of student performance.

PSW Model in Texas

The pattern of strengths and weaknesses is relative to:

ο Age
ο Grade-level standards or
ο Intellectual development

19 Texas Administrative Code § 83.1040: Eligibility Criteria
Most Important...
The ability to notice, compare, discriminate, and distinguish distinct and separate sounds.

**Phonological Awareness**

- Difficulty learning letters & associated sounds (Difficulty identifying, verbalizing, or recalling sounds in words)
- Difficulty with sound discrimination
- Difficulty with sound sequences
The term phonological awareness refers to a general appreciation of the sounds of speech as distinct from their meaning. When that insight includes an understanding that words can be divided into a sequence of phonemes, this finer-grained sensitivity is termed phonemic awareness. (Snow, Burns, & Griffin, 1998, p. 51)

**Processing Speed (Gs)**

The ability to automatically and fluently perform relatively easy cognitive tasks, especially when high mental efficiency (i.e., attention and focused concentration) is required.

<table>
<thead>
<tr>
<th>Narrow Ability</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptual Speed (P)</td>
<td>Speed at which visual stimuli can be compared for similarity or difference.</td>
</tr>
<tr>
<td>Rate of Test Taking (RT)</td>
<td>Speed and fluency with which simple cognitive tests are completed. Tests that do not require visual comparison or mental arithmetic.</td>
</tr>
<tr>
<td>Reading Speed (Fluency) (RS)</td>
<td>Rate of reading text with full comprehension.</td>
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Elkonin Boxes

How to use Elkonin Boxes

• Pronounce a target word slowly, stretching it out by sound.
• Have the child repeat the word with stretching.
• Draw one square box on a piece of paper, chalkboard, or dry erase board for each syllable or phoneme.
• Have the child count the number of phonemes in the word. (Not always the same number of letters.)
• Have the child slide one manipulative in each cell of the Elkonin box drawing as they repeat the word.

Example: Reading Rockets
Park Those Sounds!
http://www.readingrockets.org/strategies/elkonin_boxes

Phonological Awareness

Alphabet Arc

• Name it, Find it, Place it
• Pinky Point
• What Letter?
• Whisper the Vowels
• Partner Pointing
• Sing and Circle
• Read a book such as Chicka Chicka Boom Boom and point to the letters as you read
• Match plastic letters to the Arc
• Race to align plastic letters
• Color code plastic letters
• Spy a letter
• Letter Sounds
• Questions about letters
READ, READ, READ

After Reading:
• Practice letter formation (Playdough, Sand, Shaving Cream, Flour, Legos, Beads, Pipe Cleaners)
• Practice Letter Stamps (Try having students stamp letters in order and as you call them)
• Letter Recognition (Flash Light Game, Glow in the Dark sticks)
• Hopscotch with letter calling
• Matching game with Letters printed in various forms
• Story Letter Race Up
• Letter Reports

www.fcrr.org
FREE Downloadable Resources
Long-term Retrieval

Rapid Automatic Naming

The ability to fluently retrieve the stored information through association. Requires storage, consolidation, and retrieval of information over periods of time.

Rapid Naming

- Naming Facility (NA) Ability to rapidly call objects by their names. This ability is called rapid automatic naming (RAN) or speed of lexical access.
- Difficulty retrieving known storage of familiar symbols or objects
- Difficulty recalling previously learned information
- Difficulty with Automaticity (letters and sight words) – most apparent impact in reading rate in connected text.
Visual-Spatial Processing

The ability to generate, store, retrieve, and transform visual images. Making use of mental imagery to solve problems.

Orthographic Processing

* Memory for letter patterns, letter sequences, and whole words
* Difficulty with sight word recall
* Persists with sounding out words that should be automatic recall
* Confuses words that look similar (saw, was)
* The ability to visually identify letter sequences and words without sounding them out
Let’s Try

bread  beard
Fluency Strategies for Success

- Choral Reading
  - patterned or predictable
  - not too long
  - is at the independent reading level of most students

- Partner Reading
  - List the students in order from highest to lowest according to reading ability
  - Divide the list in half
  - Place the top student in the first half with the top student in the second half
  - Continue until all students have been partnered

- Audio Assisted Reading
  - Slightly above students reading level
  - Students must listen and follow along
  - Have students read without the audio after they have followed along
  - Recorded and Live

Choir Practice aka Choral Reading

It may be true that “practice makes perfect.” However, in education we know that practice makes permanent. Therefore practice must be perfect.
Picking Perfect Partners

Enter a list of six words, letters, sounds, or Final Stable Syllables, and generate 5 Rapid Recognition charts to use with your students. To use the Rapid Recognition Chart as an assessment, time the number of student readings of the chart within one minute.

FREE ONLINE TOOL

https://neuhaus.org/educators/consumables
Rapid Recognition Chart Generator

Great Resource for information and FREE teacher resources and tools!

https://www.neuhaus.org/Promo
Comprehension
I understand what I read.

Crystallized Knowledge

The breadth and depth of acquired knowledge of a culture & the effective application of this knowledge.
Narrow Ability

<table>
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<tr>
<th>Description</th>
<th>General Verbal Information (K0)</th>
<th>Language Development (LD)</th>
<th>Lexical Knowledge (VL)</th>
<th>Listening Ability (LS)</th>
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<tr>
<td>General Verbal Information (K0)</td>
<td>Breadth and depth of knowledge that one's culture deems essential, practical, or otherwise worthwhile for everyone to know.</td>
<td>General understanding of spoken language at the level of words, idioms, and sentences. Language development appears to be a label for all language abilities working together.</td>
<td>Knowledge of the definitions of words and the concepts that underlie them. &quot;Lexical knowledge&quot; is about understanding the definitions of words in isolation.</td>
<td>Ability to understand speech. Tests of listening ability typically have simple vocabulary but increasingly complex syntax or increasingly longer speech samples to listen to.</td>
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IQ is what you know
EF is how you SHOW it!

Content Prompts
https://neuhaus.org/educators/consumables
Build Background Knowledge

Text Reconstructions

- Take a completed text and cut it into logical sections
- Students read each piece and reconstruct the text using close-reading strategies

Writing Extension: Once the piece is reconstructed you can remove a section and have the students write to retell the section. You can assign each section to a different student and then bring the text back together.

- Summary
- Sequence of events
- Science experiments
- Research Materials
- Math Problems with written explanations
TEKS Vertical Alignment Document

Walk up the Vertical Alignment until you find your child’s their Independent Level.

Locate Grade Level TBK