Dyslexia Therapy: Rewiring the Brain for Success

Presenters:
Lisa Mills, CALT, LDT
Emelia Gidney, CALT, LDT
Components of all Dyslexia Instruction = The Learning Platform

Instructional Approaches for each component of the lesson include:

**Multisensory**: VAKT (Visual, Auditory, Kinesthetic, Tactile)

**Systematic, Sequential and Cumulative**: Easy to Difficult, new concepts are connected to what has previously been learned, All concepts must be continuously reviewed.

**Explicit**: Explained and demonstrated instruction, one language or print concept at a time

**Diagnostic teaching to automaticity**: Meets individual needs, with sufficient daily repetitions (500–1000 over the course of therapy)
Components of a Lessons: Building for Success

Each lesson contains many components, some new and some review. (All photos of dyslexia materials are for training purposes only)

1. Alphabet
2. Review Decks
3. New Learning and handwriting
4. Code and read words
5. Instant words
6. Code and read Sentences
7. RAP (Rapid Accurate Practice)
8. ISD (Instant Spelling Deck)
9. Phonemic Awareness: PA1, PA2
10. Spelling Words
Alphabet

Some form of alphabet is practiced each day. Knowledge of the alphabet is frequently not automatic in the dyslexic child. This affects both reading and spelling. Did you know...Alphabet is the most reliable predictor of reading success.

1. 26 letters, sequential not random, upper and lower case forms
2. Beginning, medial, final
3. Arc or two rows
4. Missing letter deck
5. Alphabetizing
6. Quartiles
All Lessons Start With Alphabet

Alphabet is done daily in one of many ways to help students become fluent with a sequence of arbitrary symbols. Alphabet is done long after student seem to have mastered this skill with alphabetizing.

1. Construct an alphabet arc or 2 rows
2. Alphabet Strip, touch and name
3. Missing letter deck
4. Alphabetizing words (always top to bottom)

Vocabulary: Initial, Medial, Final, Arc, Row, Before, After

Say something: Turn to your elbow partner and come up with a reason why alphabet is emphasized, or why the vocabulary IMF is important.
Review Decks

● Decks are reviewed daily
● Letter name deck
● Key word and sound deck
● Lessons are organized into:

  Anglo-Saxon (prefixes and suffixes) Bk 1-5
  Latin (Roots, prefixes and suffixes) Bk 6
  Greek (Combining forms) Bk 7
New Learning and Handwriting

In Take Flight Two letter/sound introductions are done per day and all writing is done in cursive. There is always a connection between the two letter introductions. Can you explain the connection between these two letters?
Students interact with reading through coding: Breve, macon, tilde, circumflex, arc, g-tail, cidillia and accent are taught.

Student code words that contain only the letter/sounds that they have been taught. Making dyslexia systematic and sequential.

Turn and Discuss with your partner, Why do students learn to code?
Instant words

These are the 300 most frequent words in the English Language (like the Dolch list). Student are given 10 per week, in cards, columns, rows, phrases and sentences. These orientations are important because the construction of visual space is sometimes difficult for people with dyslexia. Difficulty with word reading is a characteristic of people with dyslexia.

These words are important to practice because of their visual similarities. For example:

the, this, these, that, they, then, there, their, they’re

was, saw  how, who
Code and read sentences

Student are given sentences to code and then read.

These sentence contain their new learning and all previous learning
RAP: Rapid Accurate Practice

Rapid Accurate Practice: New learning and review are presented.

In Take Flight students are read the first line of each section and echo that line for review. Then students read the page. Reading must be rapid and accurate, not sounded out. If it is not rapid and accurate, it is practiced again. This part of the lesson starts in book 3 and lags behind what has already been introduced.
Procedure Charts

For Phonemic Awareness (PA1, PA2), Spelling, and Syllable division, students follow procedure charts. This is done to train the brain to associate sounds and letters, letters and sounds in reading and spelling.
ISD: Instant Spelling Deck

ISD or Initial Spelling Deck is done in cursive to review new and old spelling sounds. Students learn the many ways each sound is spelled. This is encoding. The opposite skill of reading (decoding). Procedures are used: Look, Listen, Echo, Name and Write. Can you think of all the ways to spell the sound (K) from most to least common, from initial/medial to final position in any English word?
Question: What is the best early predictor of reading difficulty in kindergarten or first grade?
Phonemic awareness is the ability to hear, identify, and manipulate individual sounds - in spoken words.

Phonemic awareness is **auditory** and does not involve letters or words in print.

Phonemic awareness is not phonics.

http://reading.uoregon.edu/resources/bibr_pa_concepts.pdf
Children lacking phonemic awareness have difficulty...

- grouping words with similar and dissimilar sounds (mat, mug, sun)
- blending and splitting syllables (foot)
- blending sounds into words (m_a_n)
- segmenting a word as a sequence of sounds (e.g., fish is made up of three phonemes, /f/, /i/, /sh/)
- detecting and manipulating sounds within words (change “r” in “run” to “s” to make “sun”).

(Kame'enui, et. al., 1997)
PA1: “Show Me”: Active student engagement

Phonemic awareness 1 or PA1 is known as “Show Me”. In Show Me, students are given 2-3 sounds and must find the corresponding sound pictures and name them. Students use a mirror to look at the shape of their mouth, then feel their throat to determine if the sound is voiced or unvoiced. Finally they name the sound. This is done to make the brain aware of what the body is doing when making speech sounds.
PA1: Try it out

Try it out: With your partner, listen to the following 3 sounds,

1. Pay attention to the shape of your mouth (use a mirror if necessary)
2. Put your hand on your throat to detect if the sound is voiced or unvoiced (is your throat vibrating?)
3. Select the sound pictures that correspond with those sounds
4. Name the sound

I have a (voiced, unvoiced) ___________________, I have a (voiced, unvoiced)....
In Show Me With Changes students are given a word, they must find the sound pictures to make that word, left to right. Once that word is in front of them, the teacher will give them another word, that has one sound change from the first word.

Next, the student must push up the sound picture and trade it, replacing it with the new sound picture to make the new word. Then, the student must say, I traded a voiced/unvoiced ________for a ________ in the l,m,or f position.
PA2: Try it out

With your partner, listen to the following word and select the sound pictures that correspond with that word, lay them out in front of you.

Next, listen to the new word, push up the sound that has changed and replace it with the new sound.

Then, say, I changed a ________ for a ________ in the l,M, or F position.

Student voice and choice: As therapy progresses students become the teacher and select words that meet the criteria for one phonemic change in PA2.
Spelling Words and Writing Sentences

Students are given a word and must go through the appropriate procedure chart to spell.

Spelling

Spelling 2 SBW (two syllable base words)

Spelling Derivatives (base word plus a suffix)
B-Day Lessons: RATE

B-Day lessons start in book 3. They are Tuesdays and Thursdays. No new learning is introduced and therapists have discretion to differentiate based on the individual needs. RATE is done to increase fluency. It is like RAP but it now it is timed.