

Dyslexia Classroom Supports

Mississippi Guidance

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

MISSISSIPPI STATE BOARD OF EDUCATION
STRATEGIC PLAN GOALS

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated “C” or Higher



Today's Schedule

- Strategies
- Content Area
- Hands-on Materials
- Screener Support

Strategies

Preschool Years

- Make personalized books
- Increase print awareness
- Choose rhyming books with high repetition of words
- Dramatically pause to allow students to fill in the refrain as you are reading

Kindergarten and First Grade

- Break tasks down into small pieces of information
- Keep copying to a minimum
- Seat the students close to the teacher
- Preview title, pictures, chapter names to make predictions
- Connect new information to previously learned information

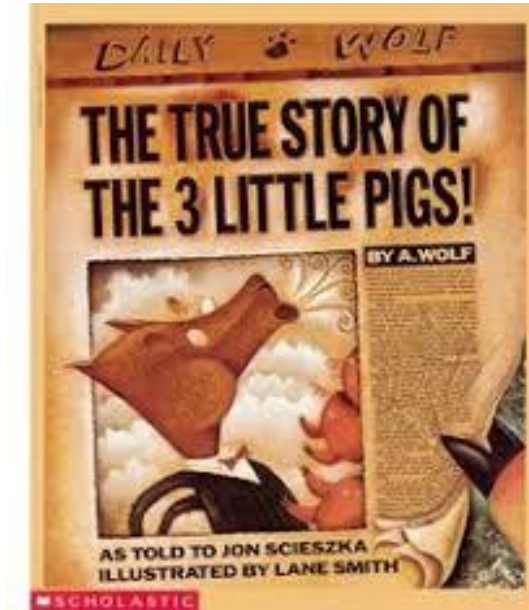
Second Grade through High School

- Encourage a daily routine to help develop the student's own self-reliance and responsibilities
- Encourage good organizational skills
- Teach prefixes, suffixes, and root words to students to improve spelling, decoding, and comprehension
- Provide audio recordings when available

Content Area

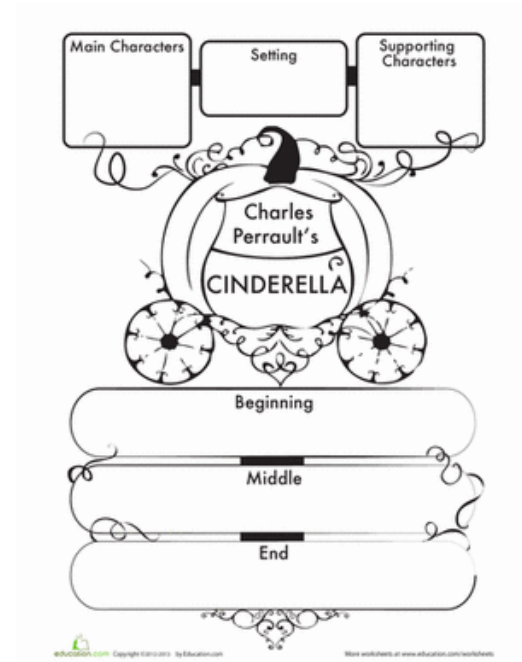
Language Arts Strategies

- Keep copying to a minimum, provide notes and handouts
- Allow students to make predictions while previewing the title, pictures, chapter names, and bold-faced text



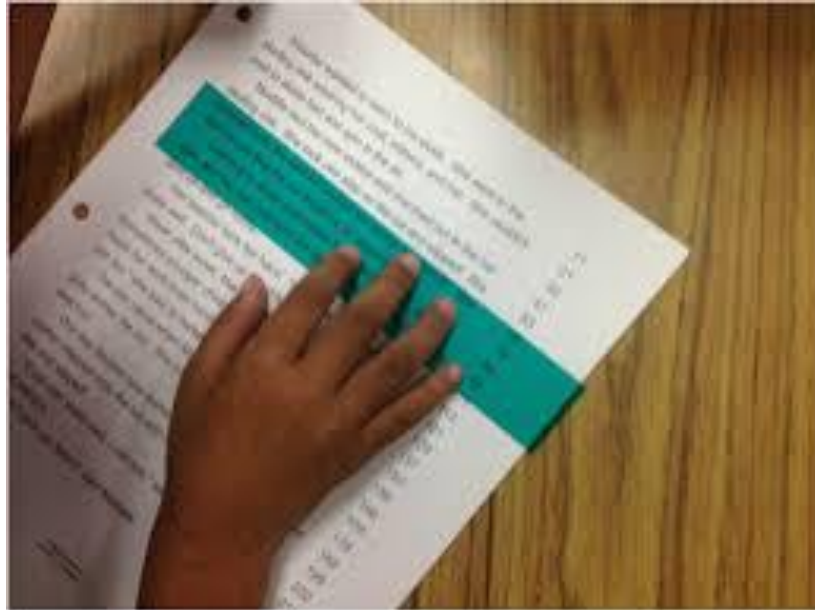
Language Arts Strategies

- Encourage students to visualize a “mind movie” while reading
- Encourage multiple readings of text
- Provide a visual for students to take notes and write down key concepts as they read:
(story line, webs, map)



Language Arts Strategies

- Encourage students to use a line guide as he/she is reading to avoid skipping lines



Language Arts Strategies

- Give visual pictures for commonly reversed or flipped letters b/d



Practical Strategies

- Encourage good organizational skills:
 - use folders and dividers
 - write down exactly what is required
 - ensure that the appropriate worksheets/books are with the student to take home
 - encourage a daily routine
 - provide a set of textbooks for the students to take home

Math Strategies

- Give manipulatives whenever possible to work on math related to time, money, or fractions (things to touch and move around)
 - Manipulatives are especially important for visual and tactile learners



Writing Strategies

- Brainstorm key vocabulary prior to writing
- Group nouns, verbs, and adjectives together to ensure students are using a variety of words
- Emphasize the need to write in “stages” rather than completing a long narrative in one sitting

Handwriting Strategies

- Encourage students to study their handwriting and decide what needs more practice
- Discuss the advantages of good handwriting
- Improve penmanship with a larger pen, pencil grip and/or raised lined paper
- A cursive joined style is most helpful to children with dyslexia

At-Home Strategies

- Encourage cursive writing
- Practice spelling procedures
- Have good oral communication with your child
- Play games with your children; this will open up lines of communication and build self-esteem
- Practice, practice, practice

Hands-on Materials

Hands-on Materials



Hands-on Materials

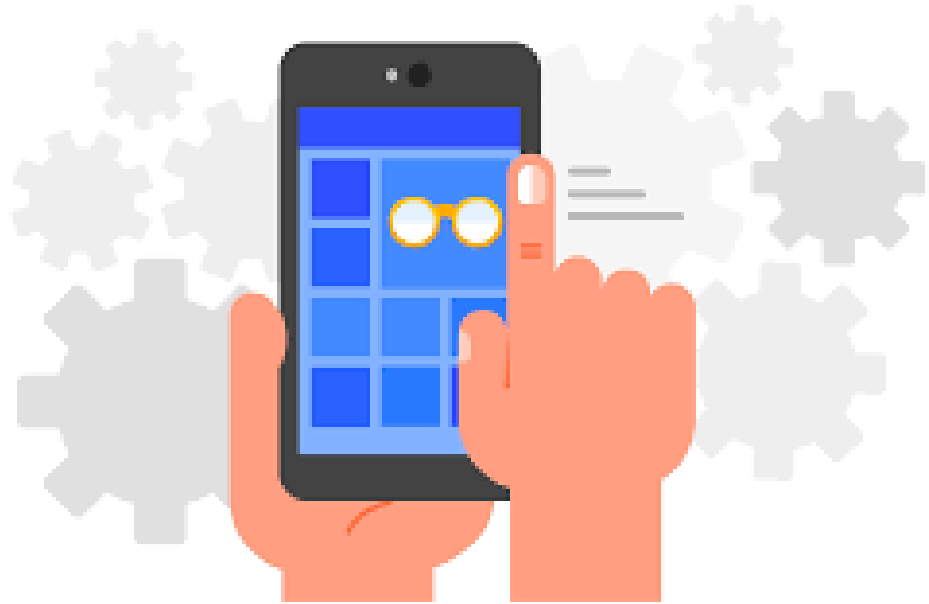


Hands-on Materials



Hands-on Materials

- LetterReflex – Overcoming Letter Reversals
- Reversals for Dyslexia – Letter and Number Reversals
- OG Card Deck



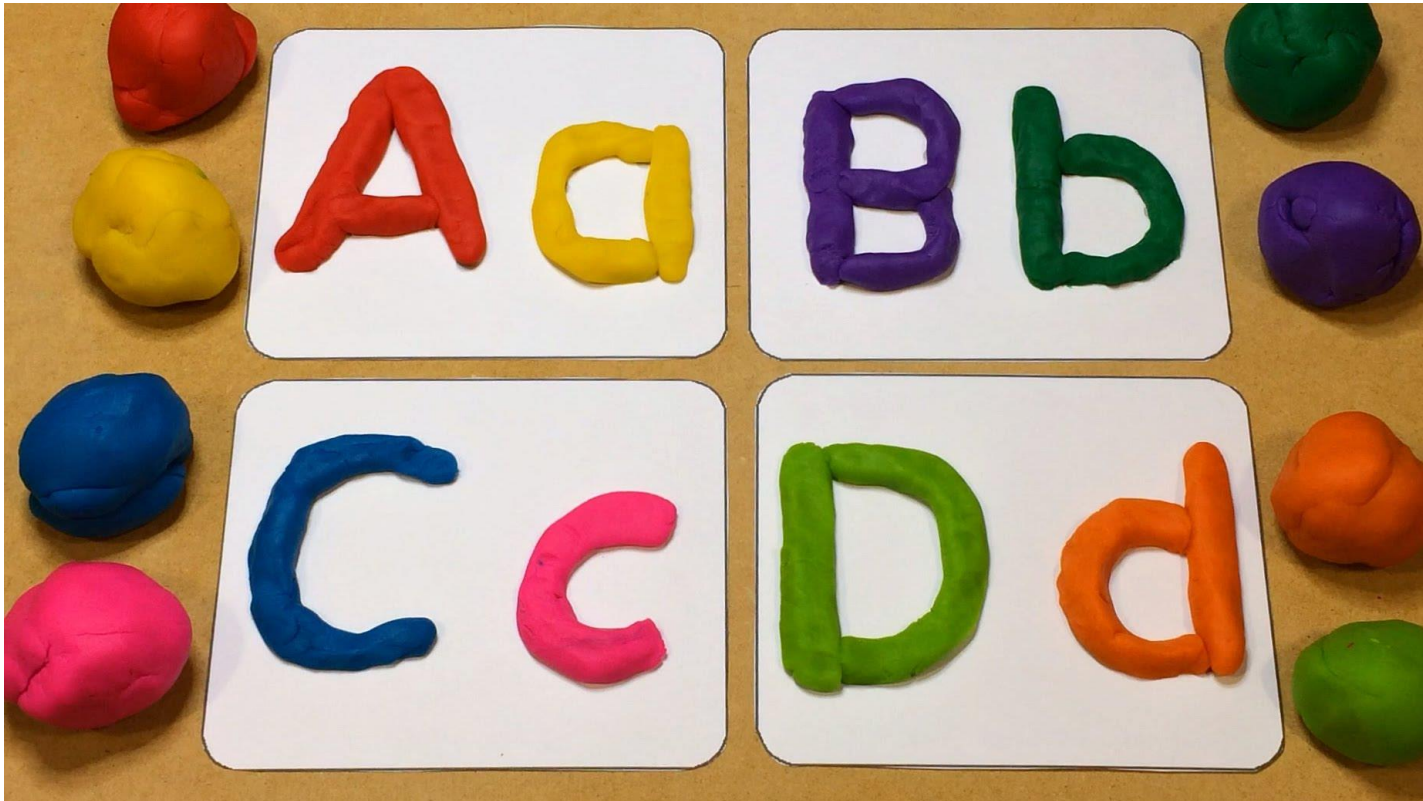
At-Home Strategies



Hands-on Materials



Hands-on Materials

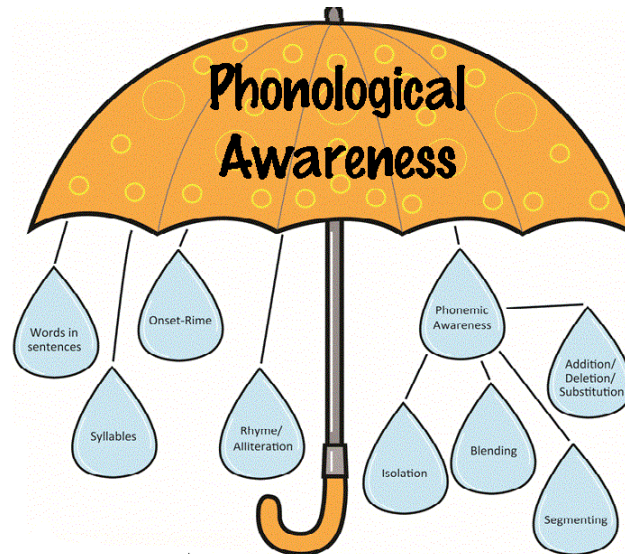


Providing Supports

- Phonological Awareness
 - Refers to a student's awareness of speech and speech segments that are larger than a phoneme
 - Students are able to manipulate units of oral language (syllables, onset and rime, phonemes)

Phonological Awareness and Phonemic Awareness

- Phonological awareness encompasses a wide range of skills that lead to and include phoneme awareness



- Phonemic Awareness
 - A conscious awareness of the identity of speech sounds in words and the ability to manipulate those sounds
 - It does not require the use of printed words or letters
 - Increases a student's awareness of the features of speech

Being sensitive to rhyme

Phonological Awareness and Phonemic Awareness

- Onset and rime-recognition and production of rhyming words depend on the ability to break any syllable into two parts

| cat | dog |
|-----|-----|
| bat | fog |
| hat | log |
| rat | hog |

Phonological Awareness and Phonemic Awareness

- Phonemes-the individual speech sounds that distinguish words
 - /s/ /m/ /ar/ /t/
 - /ē/ /t/

Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks
 - Compare or match sounds in words
 - Which word does not begin with /h/?
 - **hat, hair, wind, house**
 - Isolate and pronounce separate speech sounds
 - Say the last sound in **rich**.
 - Put words together from their separate sounds (blending)



Phonological Awareness and Phonemic Awareness

- Phonemic awareness tasks
 - Break words apart into their component phonemes (segmentation)
 - Say the sounds in **crash**.
 - (/k/, /r/, /a/, /sh/)
 - Add, change, or delete phonemes from words (phoneme manipulation)

• Say



fish - /f/ = "ish"



rake - /r/ + // = lake }? (**hard**)

- Sound Symbol Recognition-students link the look of the letter (visual) with its sound (auditory)
- Producing the accurate sound of each letter



- Alphabet Knowledge-Recognizing the 26 letters of the alphabet
- Letter Recognition-Identifying the accurate name of each letter according to its shape and structure

Uppercase Letter Identification Assessment
Child Form

| | | | |
|---|---|---|---|
| W | L | U | A |
| S | C | H | Y |
| J | Q | D | M |
| V | O | F | Z |
| K | B | T | G |
| R | P | X | N |
| I | E | | |

- Process of translating print into speech by rapidly matching a letter to its sound
- Recognizing sound-symbol correspondence in order to pronounce a word correctly
- Accurate word reading depends on the ability to decode unknown words by recognizing the sounds the letters represent

- Decoding real words or nonsense words

- pon

- bat

- fib

- sap

- lut



- The foundation of reading and the greatest component of writing
- Involves translating auditory sounds into visual symbols
- Speech to print

- Spelling
- Constructing of words
- Reverse of Decoding

• cat

• lip

• met



- The reading of names and pictures or random letters presented in rows quickly
- This can be assessed through colors, printed objects, letters, or numerals
- The process of moving from letters and symbols to word reading
- It can be used to predict future reading skills

- The ability to retrieve easily and rapidly verbal (phonetic) information that is held in the long-term memory
- To get the best information the evaluator should only test items the child knows well

Form A



Rapid Color Naming



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Ensuring a bright *future* for every child

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