

IF IT'S NOT DYSLEXIA, WHAT IS IT?

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What is Dyslexia?

DYSLEXIA is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing abilities. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability, or sensory impairment.

What is Dyslexia?, cont.

DYSLEXIA is manifested by variable difficulty with different forms of language, often including a conspicuous problem with acquiring proficiency in writing and spelling in addition to reading.

Definition developed by the Research Committee of the International Dyslexia Association and adapted by NICHD in 1994.

Characteristics of Dyslexia

- Slow reading rate
- Erratic oral reading
- Incorrect reading of suffixes and function words
- Excessive reliance on context
- Below average comprehension on timed tests
- Poor spelling
- Poor punctuation and grammar
- Errors in letter naming

Characteristics of Dyslexia

- Difficulty learning and naming printed words
- Delayed spoken language
- Reversal of orientation of letters or sequences of letters in words when written or read
- Word retrieval problems
- Slow rate of writing
- Illegible handwriting

National Reading Panel

5 Components of Reading

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading Assessment

- Mycatisblack. = My cat is black.
- Cow boy = cowboy
- Popcorn = pop corn
- Cat = /c/ /a/ /t/
- Spell and read nonsense words
- Retrieval fluency

Dyslexia Assessment

- Can the child segment words into syllables, syllables into sounds
- Can the child identify the sounds in sequence
- Can the child associate a sound with a letter
- Can the child manipulate the sounds

Dyslexia Facts

- It has neurological and genetic causes
- People with dyslexia process information in different areas of the brain
- It is not a disease and there is no cure

Dyslexia is **not**...

- Due to low intelligence
- Seeing backwards
- Due to a behavior or attention disorder
- More common in males

Myths of Dyslexia

- There is no such thing
- It is rare
- Many children outgrow it
- It cannot be diagnosed
- It cannot be diagnosed before age 8
- You must reverse letters to be dyslexic
- It occurs only in English-speaking countries
- Gifted students cannot be dyslexic

Reading Subcategories

Average reader

- ↑ Naming Speed
- ↑ Phonology
- ↑ Comprehension

Rate Deficit

- ↓ Naming Speed
- ↑ Phonology
- ↓ Comprehension

Phonology Deficit

- ↑ Naming Speed
- ↓ Phonology
- ↓ Comprehension

Double Deficit

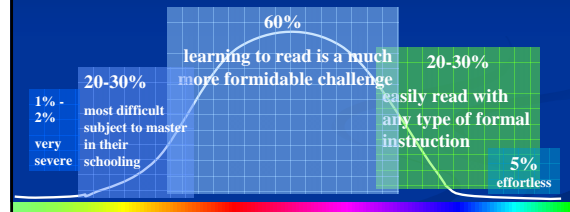
- ↓ Naming Speed
- ↓ Phonology
- ↓ Comprehension

Reading Failure

In 1987, California abandoned the basal reader program and instead exclusively taught teachers in universities the Whole Language method of reading instruction. By 1993 the state's reading scores tied them for last place in the nation, down from a ranking in the top 20%.

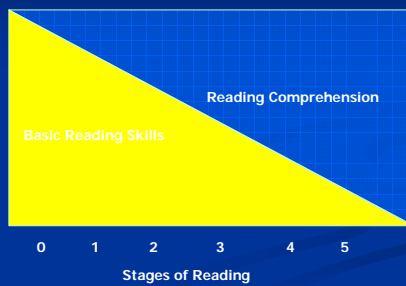
Fundamental Learning Center newsletter, 2004

The Reading Spectrum



Adapted from: Dr. Reid Lyon (1998) Overview of Reading and Literacy Initiatives
Prepared by: Trudy Stegelman, MS; Menninger Center for Learning Disabilities

The Balance Shifts



What Have We Learned About Reading Instruction?

- As opposed to spoken communication, reading is an “unnatural act”
- Acquisition of fluent reading skills is a very complex task
- Children (and adults) profit from instruction in reading that is explicit, systematic, and sequential

Learning to Read

Students need to:

- Have adequate background and vocabulary
- Apply decoding and recognition skills fluently and accurately
- Have strategies to maximize comprehension
- Monitor comprehension

Each of these skills is necessary for reading but not adequate alone. All must be in place.

Lyon, Reid, 2003

COMPREHENSION PROBLEM

■ Naming Speed



■ Phonology



■ Comprehension



LANGUAGE DISORDERS

“Dyslexia can be part of a broader developmental language disorder, or it can be a very specific disorder with few or no other accompanying language symptoms.”

Bruce Pennington, Ph. D.
Diagnosing Learning Disorders:
A Neuropsychological Framework

Types of Language Disorders

- Speech
- Auditory Processing
- Semantic and Morphological
- Syntactic
- Pragmatic

Symptoms of Language Disorders

- Poor attention to verbal input
- Word Finding Problems
- Weak vocabulary skills
- Difficulty with tenses, plurals, possessive forms
- Do not use words flexibly
- Trouble with complex sentence structures
- Difficulty expressing themselves

INTERVENTION

- Language Evaluation
- Alphagram Learning Materials
- Phonic Ear
- Modeling and Extending
- Quiet environment
- Visual/written cues
- Picture summaries
- Accommodating to “demand” language

INTERVENTIONS

- Morphological Approach
- Graphic Organizers
- Story Maps
- French/English Dictionary
- Pre-teach Essential Vocabulary
- Electronic thesaurus with voice

OBSESSIVE COMPULSIVE DISORDER

A neurological disorder characterized by involuntary, recurrent obsessions and compulsions that consume time, provoke anxiety and interfere with normal school functioning.

OCD

- 2 % of population
- 10 – 30 % of ADHD
- 24% of OCD: Developmental Disorders

- Age of onset: 5 – 8 yrs.
- Typically starts in adolescence
- Males and females equally affected

Obsessions

Persistent thoughts, images, ideas or feelings that enter the student's thinking and are experienced as unreasonable, meaningless and excessive.

- Dirt/germs
- Counting
- Symmetry
- Rumination
- Gory thoughts
- Worries
- Moral issues
- Body Dysmorphic D.O.

Compulsions

Compulsions are repetitive, ritualistic behaviors that are usually associated with an obsession and are performed to relieve the tension and anxiety associated with the obsession.

- Repeating the same question
- Rewriting
- Re-reading/reading backwards
- Checking

Obsessive Compulsive Disorder

- Extreme perfectionism
- Ritualistic behaviors
- Checking behaviors
- Slow rate of academic output
- Incomplete assignments

OCD +

OCD IS ASSOCIATED WITH
VISUAL/MOTOR INTEGRATION
PROBLEMS
AND
WITH SPATIAL-FIGURAL MEMORY
PROBLEMS

OCD TREATMENT

LOWER
ANXIETY

OCD Treatment, cont.

- Medication
- Cognitive Behavior Therapy
- Change Task
- Modify Task
 - Reduce Copying
 - Structure
 - One task at a time!
- Extended Time????

TREATMENT
=
LOWERED VOLUME

Attention Deficit/Hyperactivity Disorder

- Predominantly Hyperactive/Impulsive

Act before thinking
Trouble remaining seated
Interrupt
Rush through work
Excessive talking
Over-react

ADHD, CONT.

- Predominantly Inattentive Type

Lack energy
Avoid tasks
Slow at written output
Daydream
Problems listening
Trouble following directions

SYMPTOMS

- Inconsistent alertness
- Weak organizational skills
- Weak time management skills
- Inefficient at task completion
- Dislike reading
- Complain that reading “makes no sense”
- Variable writing skills

CO-MORBIDITY

- Higher incidence of ADHD in Dyslexics
- Higher incidence of dyslexia in ADHD
- 52% have weak fine motor skills

TREATMENT

3 PRONG APPROACH

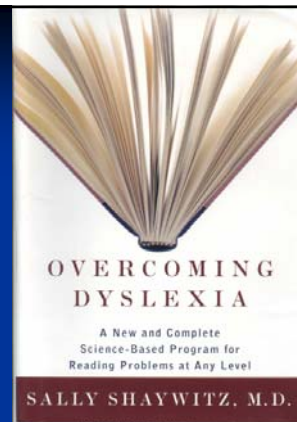
Medication
Home Support
School Support

ACTIVE READING

- Chapter titles and subtitles
- Review Chapter Q's Before Read
- Activate Prior Knowledge
- Picture noting
- Check for Meaning
- Chunk Reading Assignment
- Complete at Optimum Time

WHAT ABOUT:

- Poor working memory
- Low motivation
- Depression
- Anxiety
- Illness
- Situational events
- English as a second language



Websites

- LD Online: www.ldonline.org
- Learning Disabilities Association of America: www.ldanatl.org
- Parents & Educators Resource Center: <http://www.perc-schwabfdn.org>
- National Association for Attention Deficit D.O.: www.add.org
- American Speech, Hearing and Language Association: www.asha.org
- Information about OCD and other psychiatric disorders: www.webmd.com

BOOKS

- Teaching the tiger: A handbook for individuals involved in the education of students with attention deficit disorders, Tourette Syndrome, or obsessive-compulsive disorder. (1995). M. Dornbush and Pruitt, S. Hope Press.
- Parenting a Struggling Reader. (2002). Hall, S. L. and Moats, L.C. Broadway Books.
- Straight talk about reading: How parents can make a difference during the early years. (1999). Hall, S.L. & Moats, L.C. Contemporary Books.
- From ABC to ADHD: What Parents Should Know about Dyslexia and Attention Problems. (2007). Tridas, E.Q., International Dyslexia Association